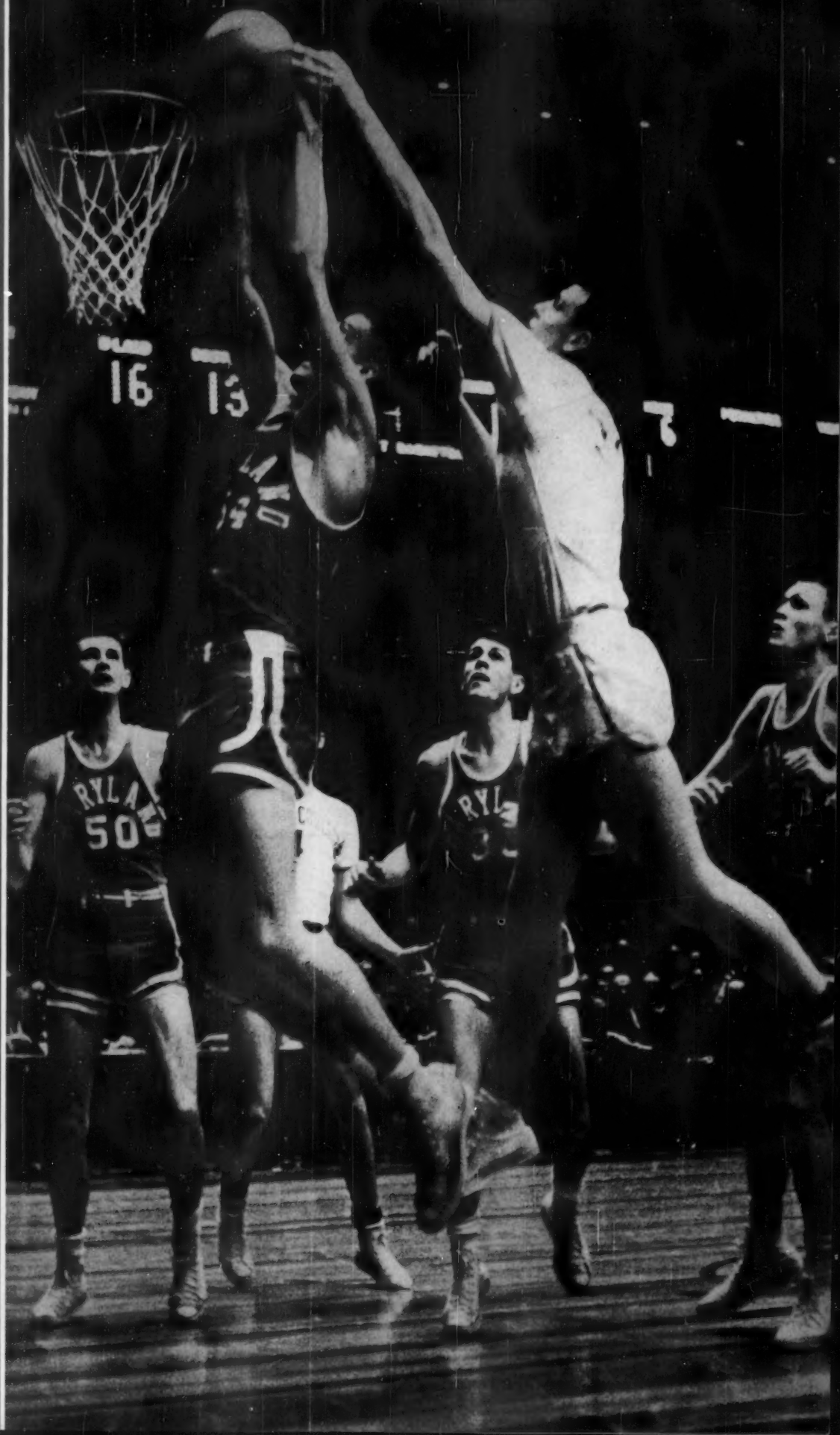


SCHOLASTIC COACH

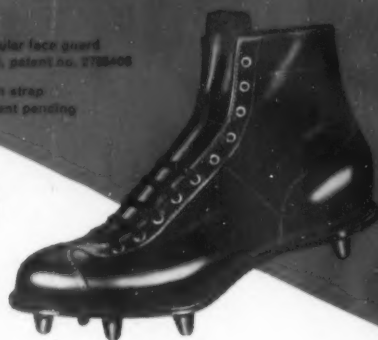
DECEMBER 1958 • 354





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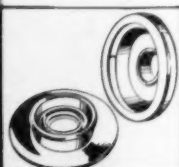
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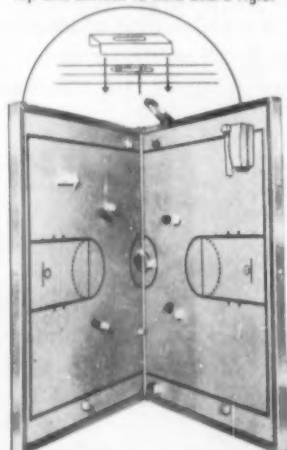
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VOLUME 28 • NUMBER 4 • DECEMBER 1958

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A winner from Head Coach Ike

A BIG, FAT *croix de guerre* with four oak clusters is definitely coming to our college football coaches for services above and beyond the call of duty last fall.

The intercollegiate game staggered into 1958 with a bad case of arteriosclerosis of the offense. But along came a flock of pigskin medics (Blaik, Wilkinson, Meek, et al) with a dose of exciting new attacking formulas and the game straightened out beautifully, going on to enjoy a most thrilling season.

Their ministrations effectively reversed the trend toward ball-control. And for that we're sublimely grateful. We never could appreciate the tedious grind-out game, feeling that a fan who plunks down four or five bucks for a seat is entitled to something more than a display of cro-magnon line bucking.

If our college coaches did nothing else last fall, they proved that their pro brethren own no monopoly on boldness and imagination.

WE SORT of liked the way the new extra-point rule worked out last season. It certainly injected an exciting new dimension into the game, and excitement is something no game can get enough of.

One of the surprises of the new rule was the popularity of the two-point try. Since pre-season estimates revealed a success expectancy of 35% for the two-point try compared to 80% for the one-pointer, we figured that coaches would do a lot more kicking than rushing or passing.

Yet, surprisingly, the coaches went for broke nearly half the time. What's more, they succeeded in about 45% of their tries, compared to only 65% for the single point. The moral to be drawn seems obvious: It pays to go for broke.

Now if the rules solons will put the foot back into the game by returning the posts to the goal line,

football would certainly become a many splended thing.

NEITHER Milltowns nor Manhat-tans could ever pick us up the way Big Jim McCafferty did earlier this fall. Enormously impressed by his club's N.I.T. victory last fall, we dunned the Xavier hoop coach for an article, and this is what he replied:

"I feel quite honored by your offer to write an article for your fine magazine. All my early ideas on basketball were taken from this fine publication." Thus was born "Xavier's Moving Offense Against the Zone Defense" in last month's issue—and a happy, meaty little "baby" it certainly was.

TACK a big six points on the scoreboard for this touchdown by "Cactus Jack" Curtice: "The oft-repeated contention that we in America concentrate too much on football and not enough on developing scientists calls for another look.

"In the USSR our brand of football isn't played, but the Russians play their own. Twenty million kids in their lower grades are REQUIRED to take part in sports. So, as far as Russian scientists are concerned, they come out of a system that concentrates more on sports than we do."

AND we're in whole-hearted accord with Biggie Munn, Michigan State A.D., when he says: "I'm for going back to complete free substitutions and for moving the goal posts back to the goal line. The colleges must give the public more of an open game. Why should we kid ourselves? The colleges are in competition with the pros for the entertainment dollar and there's plenty of room for both of us if we move in the right direction."

AND remember Knute Rockne's golden nugget: "The average

classroom professor imparts his knowledge of the subject the best he knows how, but still has the prerogative of flunking half his class. The football coach has to be a super teacher, because if he flunks half his team he flunks with 'em!"

ANYONE casing the Grand Ball Room of New York's Hotel Astor on the evening of October 28 would have had his eyeballs dazzled right out of his head. He would have seen gathered around 200 tables nearly 2,000 of the most impressive looking gentlemen in America, representing the highest echelons of politics, the military, education, science, medicine, law, engineering, and all phases of commerce.

And on the dais he would have immediately identified such resplendent figures as General Douglas MacArthur, Rear Admiral C. C. Kilpatrick, General Omar Bradley, Rear Admiral John J. Bergen, General Lucius D. Clay, plus two dozen other distinguished figures and the PRESIDENT OF THE UNITED STATES!

The occasion: The First Annual Award Dinner of The National Football Foundation and Hall of Fame. And what a fabulous event it was! Unquestionably the most distinguished gathering in the history of sports, the guest list read like a who's who of football.

Hundreds of former All-Americans, hundreds of great coaches past and present, hundreds of famous figures in American life—all were gathered there to pay homage to the sport of football, to proudly acknowledge their past identity with this great game.

Sitting at the Scholastic Coach table, listening to the welkin ring with glowing recollections of memorable runs, kicks, and passes, of momentous triumphs and frustrations, we thought there certainly

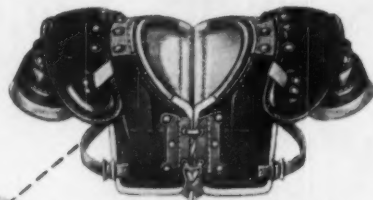
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from head to toe-

For assured protection—for smart appearance, coaches everywhere know there is no finer football equipment than that which bears the Wilson label.

HELMETS. The answer to the problem of head protection... Wilson helmets of Etholite plastic—specifically compounded for use in helmets. Exclusive composite air-lite cellular and Latex Foam rubber.



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FOOTBALL. The great Wilson TD®... the "ball of fame." It's first with size control—first with shape retention. Here's surer ball handling in all weather with the TD's "positive contact" leather. The grip is tanned into the leather!



THIGH GUARDS—KNEE PADS. These vital protection areas have not been overlooked by Wilson's designers. They're SHOK-GARD® padded to protect—designed to fit.



UNIFORMS. Tailored to fit the game, of the finest fabrics available, Wilson uniforms are stadium-smart. Long years have gone into patterns that are snug enough to fit well yet provide complete freedom.

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And Coach, if you haven't received your copies of the 1959 Wilson Football Uniform and Equipment brochures, drop a card to the School and College Dept., River Grove, Illinois.

By **WILLIAM RITCH** and **DONALD LOUGHLIN**

Sewanhaka (N. Y.) H. S.

Huntington (N. Y.) H. S.

LACROSSE, as many of you no doubt know, is the oldest game played in America today. The early explorers of this continent found the American Indians playing a native game called "Baggataway," and history tells us that the Jesuit Missionaries gave it the name of Lacrosse, as the stick being used by the Indians reminded them of a bishop's crozier.

There's little resemblance between the crude Indian game and our modern-day game. The Indians played with hundreds of warriors on each side and used a playing area consisting of several miles. They often employed it as a means of training their young warriors in combat, and scalping were not uncommon.

The game was developed slowly by the early French and English settlers, and by the 1800's the Ivy League colleges of Yale, Harvard, Princeton, and Columbia were playing it along with their English counterparts, Oxford and Cambridge.

Today we have approximately 75

colleges and over 100 secondary schools playing the modern game. Lacrosse is undoubtedly one of the fastest growing games in the eastern part of our country, and as proof of this statement, we can point to our own area of Long Island, N. Y.

Where in 1935, one lone high school, Manhasset, was fielding a lacrosse team, last spring there were three colleges and over 20 high schools playing the game on Long Island.

The U. S. Lacrosse Coaches Association has initiated a modern "lacrosse boom" and many athletic directors have become interested in our sport.

We've found that lacrosse lends a great deal to the development of young boys. To excel in lacrosse, a boy must show great skill, courage, speed, and a sense of team play. Lacrosse has no superior for the development of endurance, judgment, and quick-thinking.

It combines many of the fundamentals of football, basketball, soc-

(Continued on page 40)

Starting Lacrosse



SLIDE INSIDE

Perceiving the high post of the foul line, the ball-handler fakes to his left and then dribble-drives to his right. The defensive men cooperate beautifully to thwart the pick-off. As the ball-handler's guard comes up to the post, the post's guard steps back (picture 5) and permits his teammate to slide through and pick up the dribbler, without a switch.



Stance



SLIDE

By **EDDIE HICKEY**
Head Coach, Marquette University

e and Footwork

in Individual Defense

CONSIDERING some of our scores in recent years, I'm sort of embarrassed to be writing about defense. Nevertheless, I firmly believe that many coaches are too offensive-minded these days.

Defense isn't adequately stressed, and coaches are following the line of least resistance in teaching it. With taller and taller boys coming along every year, coaches are gravi-

tating toward the massing of human flesh in zone alignments around the basket.

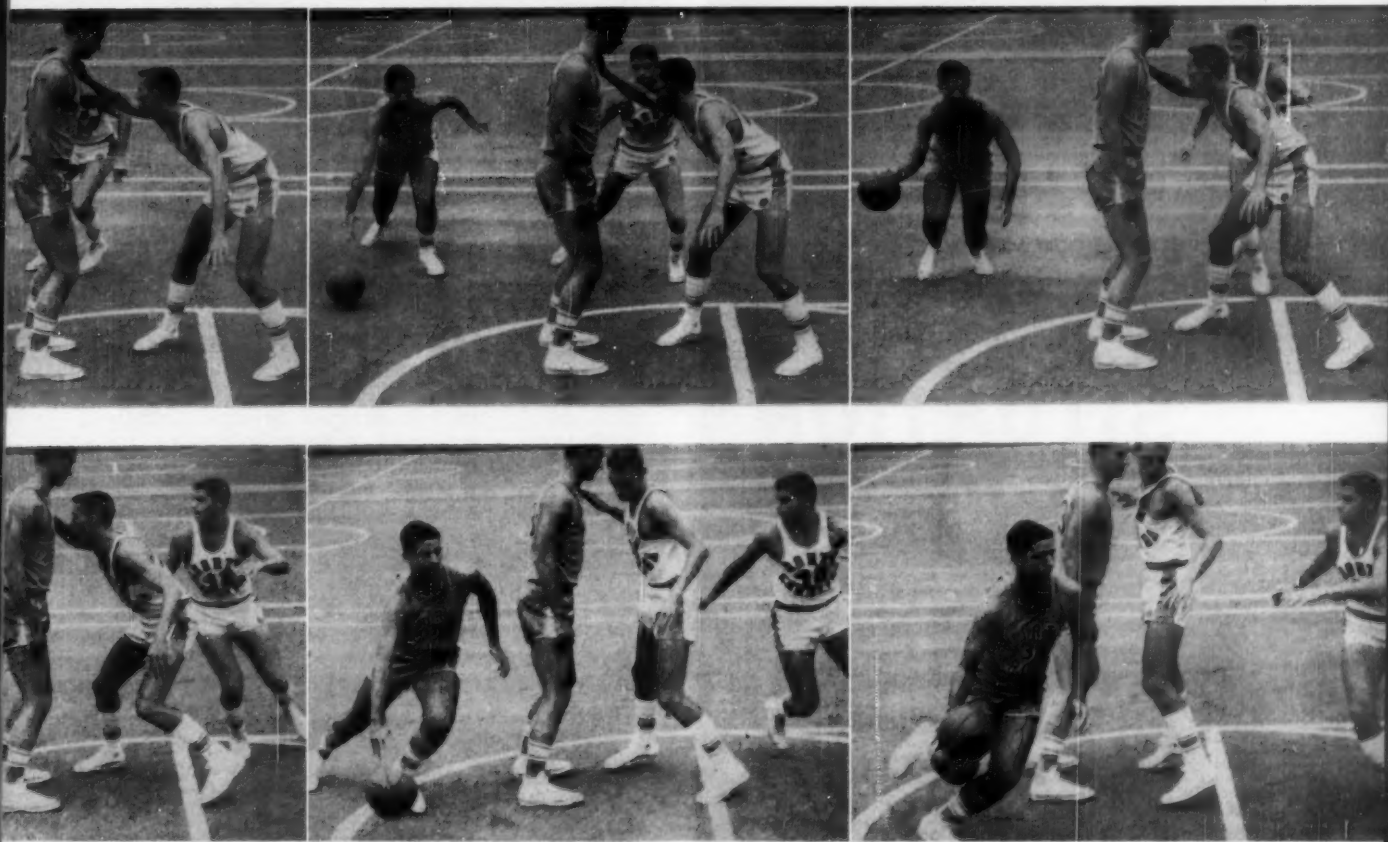
But, regardless of the team defense—and the trend now is toward multiple types of defense—certain basic individual principles of coverage must be stressed and taught.

From all my coaching experience and association with the "old masters," I've come to believe that the

fundamentals of defense are, in order of importance, as follows: (1) position, (2) stance, (3) footwork, (4) aggressiveness, (5) condition, and (6) pride.

Position is the key to all defensive success. Correct position may be (1) orthodox, (2) semi-orthodox, and (3) unorthodox.

Everything else being equal, the
(Continued on page 42)



OUTSIDE

The same setup as before, with the dribbler driving around the post in an attempt to run his man into him. Again the defensive men team up neatly to circumvent the pick-off. But this time the defensive man on the post moves in slightly

(pictures 4-6) to permit his teammate to slide behind him and stay with the dribbler. Good, smart, quick defensive moves like this obviate switching, which can become dangerous when overdone or executed by inexperienced teams.



SITUATION PLAY PRACTICE

By **JOHNNY BACH**, Head Coach, Fordham University

AFTER a game, don't let the student manager disconnect the scoreboard and put it away until the next contest. Use it daily in your practice sessions. Artfully employed in situation set-ups, the board eliminates the grind of purposeless scrimmage and produces meaningful, stimulating sessions for both the players and coaches.

The use of the scoreboard in situation-play practice isn't wholly my idea. It was adopted after a search for ideal scrimmage conditions and a midnight cup of coffee with two coaches. To them—Jack Ramsey of St. Joseph's of Philadelphia and Red Auerbach of the Boston Celtics—I give the credit for its origin.

Like many of you, we have but two hours on the floor, and time must be planned efficiently to get the most out of it. Briefly we work on this general plan: 20 minutes for spot shooting; 10 minutes for warm-ups and layup drills; 30 minutes for de-



fensive drills; and 30 minutes for full-court scrimmage work.

Lectures are part of the time schedule, while the drills are indigenous to our system of play. (Actually we use but five defensive drills and five offensive drills.)

Now we take that 30-minute daily scrimmage session, break it down into situation play, and add that scoreboard to lend realism to the scene.

During the first days of scrimmage, I'll put the first team down 10 points with 20 minutes left to play. The scrimmage thus proceeds in a meaningful atmosphere. The first team is aware of an actual situation, must think along team lines, and act to overcome this deficit within the allotted time. The second team is also motivated by the situation and exhibits a great desire to protect the lead.

If 10 points proves to be too little a lead, then the second team can start

TWO-MAN SCREEN PLAY

The ball-handler fakes his man left and then drives hard into the lane. As he approaches the lane, his teammate fakes to the left, changes direction sharply, and drives hard to the right. He runs his man right into the stationary screen set by the ball-handler. The latter flicks the ball to him and in he goes for the lay-up. When executed quickly and beautifully, as by these crack North Carolina stars, the play is real tough to stop—and can be halted only by a swift switch by the deep guard.

the 20-minute period as much as 20 ahead. Experience will soon indicate the proper lead and you'll be surprised how a lead may be cut down in 20 minutes by a determined, proud first team. The first team can no longer loaf to a few-basket lead over the second team. It is burdened and

has to produce.

Upon entering the second week of scrimmage, we break the 20-minute period into two 10-minute periods. In the first 10, I set up a situation with Team A up 5 points with 10 minutes to play—looking for control
(Concluded on page 16)



COURAGE VAULT



STRADDLE VAULT



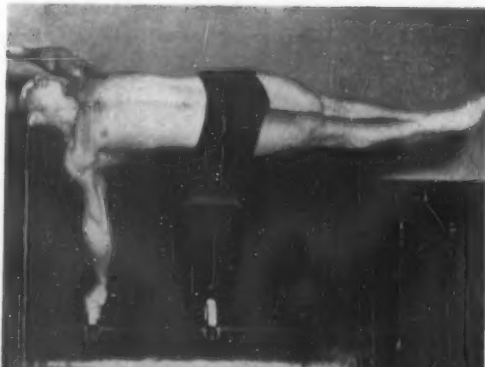
STOOP VAULT



SQUAT VAULT



WOLF VAULT



FLANK VAULT

RESULTS of the highly publicized Kraus-Weber tests have alerted the nation to the relatively poor physical fitness status of our youth, particularly in the way of trunk strength and flexibility.

Our most popular sports place the greatest premium upon leg strength, quick reaction time, and teamwork. While these are most worthy attributes, total fitness must also be concerned with arm, shoulder, girdle, and trunk strength; agility, flexibility, and orientation in space as well.

Gymnastics helps students realize these objectives, and no physical education, interscholastic, or intercollegiate program can be considered complete unless activities which achieve these objectives are included.

An excellent method of introducing boys and young men to the challenges of gymnastics and tumbling is through vaulting. Vaulting doesn't require the upending or complete turning over which causes confusion and panic among those trying gymnastics and tumbling for the first time. Neither does it require great arm and trunk strength relative to body weight.

Vaulting enables the instructor to begin the first day he meets his pupils. All students, since the stunts are relatively easy, can experience a degree of success; and once having experienced the pleasure and joy of success, they'll be challenged to attempt increasingly difficult stunts and some will want to attempt stunts on other pieces of gymnastic equipment.

Courage Vault: Starting position is shown in the illustration. The vault is executed by swinging the

By **DR. JAMES A. BAILEY**

Gym Coach, Mississippi Southern College

VAULTING

arms vigorously up over the head, throwing an arch, and extending the lower legs against the resistance of the horse.

Effort should be made to land in good balance on the balls of the feet, hips behind the knees, knees bending slightly on landing to absorb the shock. The spotter should stand to the side.

Squat Vault: The run should be slow, and the take-off from the beat board from the balls of both feet simultaneously. As the bent knees are drawn upward toward the chest, there should be a definite spring from the hands. Many students will err in attempting to hold on to the pommels too long. As soon as the horse is cleared, the body should be extended.

The spotter should stand to the side. For the first trip around, he should grasp the vaulter's wrist with one hand and the upper arm with the other.

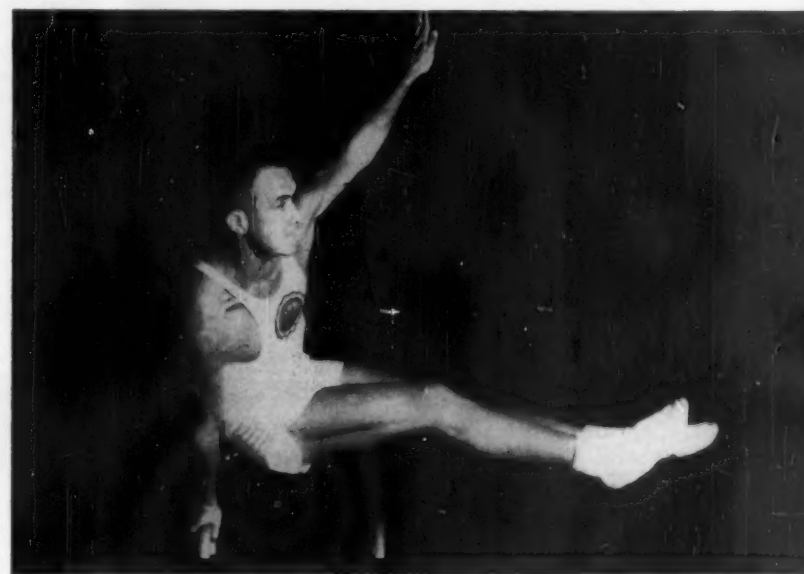
Straddle Vault: The approach, take-off, and arm action are just as in the squat vault, except that it's even more important to push off with the hands. Legs should be straddled and kept straight and the hips should be elevated. As soon as the horse is cleared, the legs should be extended to avert a nose dive. Vaulters shouldn't change their mind once the stunt is initiated.

The spotter should stand directly in front and catch performers around the waist with one arm extended sideward. He should bend his body to the side opposite the extended arm to avoid bumping heads with the performer. Spotters should learn to anticipate a miss and begin moving into position before it occurs.



▲ LOW FRONT VAULT

REAR VAULT ▼



G OVER THE SIDE HORSE



FUNDAMENTAL POSITIONS IN THE THIEF VAULT

Stoop Vault: All points made with regard to the straddle vault are applicable here. The only difference being that the legs are kept together and the feet pass between the pommels rather than outside them. It's even more important that the hips be elevated and the body be extended as soon as the horse is cleared. Spotting procedures are the same as for the straddle vault.

Wolf Vault: Approach and take-off are the same as in the preceding stunts. Both pommels are grasped and the performer immediately leans to the side of the supporting arm. The shoulder of this arm must be well to the side of the pommel. The natural inclination seems to be to lean the arm in the opposite direction. This should be discouraged.

The legs are swung vigorously upward with the upper leg straight and the lower leg bent. The landing should be directly in front of the horse. Too much forward momentum will result in losing the support of the arm.

The spotter should stand to the side opposite the direction of the vaulter's legs. He should grasp the vaulter's wrist and upper arm, being careful not to hinder his movement.

Flank Vault: The mechanics of the flank vault are identical in all respects to those of the wolf vault, except that both legs are extended. It's slightly more difficult than the wolf vault because more sideward lean is required inasmuch as there's more weight to one side of the supporting arm.

Low Front Vault: The run should be slow, and the take-off from both feet. Grasp both pommels and turn the body parallel to horse. Lean

well forward and land in good balance facing sideward. Avoid too much forward momentum. Try to arch the body as it passes over the horse. The spotter should stand facing the horse, about two to three feet in front of it.

Rear Vault: Use an easy run, as too much forward momentum is a decided handicap. Take off from both feet and grasp both pommels. Throw the body to the side as in the flank vault, but twist the front upward and "scoot" the hips over the horse. Stay close to the supporting arm, which should be kept straight. For good form, endeavor to raise the feet higher than the head with legs straight and toes pointed.

Spot the performer from behind, catching him under the armpits. For a well-executed spot, it isn't necessary to catch the man in mid-air. If you slow him down sufficiently to prevent a bruise, you have spotted well.

Rear Vault with a Quarter Twist: This stunt is performed and spotted exactly as the rear vault, except that at the height of the vault, the head is turned toward the starting point, the hips are swiveled, and the landing is made facing the start.

Thief Vault: Since more momentum is needed on this stunt, the run is a little faster. Take off from one foot and swing the other leg forward as though hurdling over the horse. Bring the springing leg through in a bent position. After extending legs forward, grasp the pommels and push away with the legs together. *Caution:* Don't attempt to grasp the pommels before getting both legs over the horse.

High Front Vault: Make a somewhat more forceful approach, taking off from both feet simultaneously. Drive the hips up over the head with legs flexed on the trunk. After the hips are overhead, extend the legs into the handstand position. Pivot on one hand by pushing away with the other making a quarter-turn. Pivot the body on the shoulder, flex at the hips, and land on the balls of the feet facing sideward.

Maintenance: Almost every gym includes a side horse, even if it's in some remote corner. Before moving the horse, its wheels should be lowered completely for greater ease in

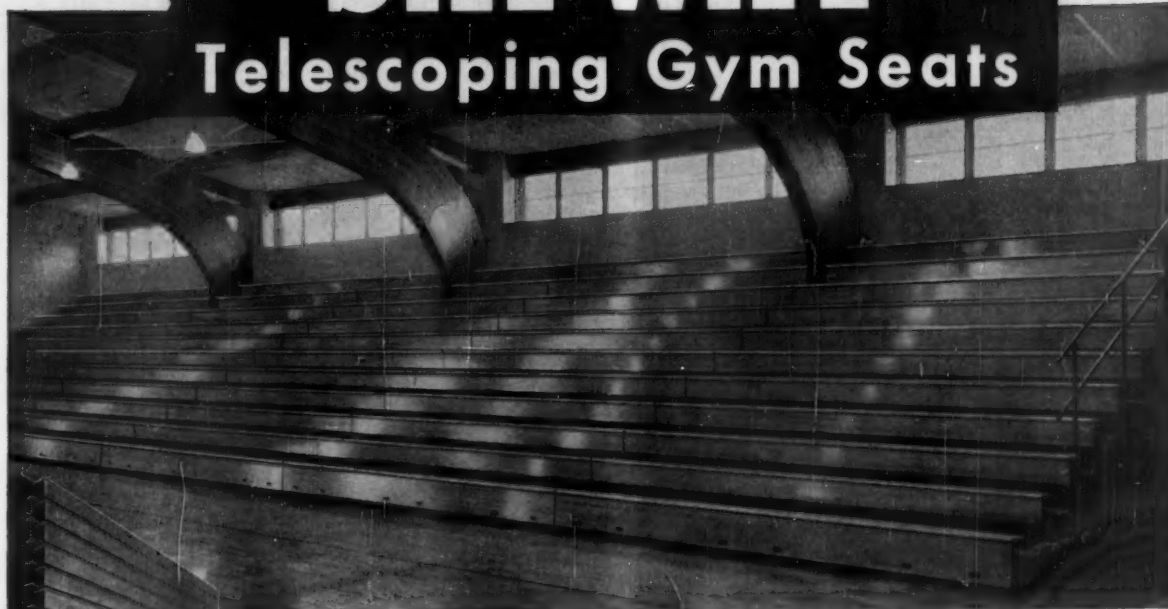
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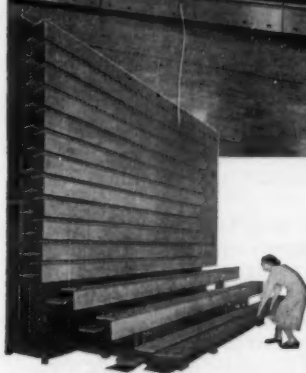
FUNDAMENTAL POSITIONS IN THE HIGH FRONT VAULT

SAFWAY

Telescoping Gym Seats



Safway gym seats harmonize with the finest surroundings.



**... handsome as fine furniture,
yet sturdy, safe and trouble-free**

YOU'LL really be proud of the appearance of your Safway gym seats ... proud as you are of the superior vision, comfort and safety they provide for your spectators.

Extended or closed, the all-steel supporting structure is concealed under beautifully finished wood seat boards, foot boards and risers. The handsome natural grain shows through clear varnish, tinted to the rich, warm tone of Golden Oak.

When not in use, Safway gym seats telescope back into a self-contained "cabinet." Riser boards then line up vertically like fine wood panelling to give your gymnasium a clean, finished appearance.

You also benefit through important mechanical advantages built into Safway gym seats:

ALL WOOD IS SPECIALLY FINISHED

Seat, foot and riser boards are laminated Douglas Fir, selected to virtually eliminate cracking or splintering. Boards are carefully sanded and eased on all sides, with corners rounded. There are no sharp projections. Hand holds in the front riser board are smoothly rounded.

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COMPLETE SPECTATOR COMFORT—Excellent sight lines from every seat. Extra-wide seat and foot boards; ample foot and leg room.

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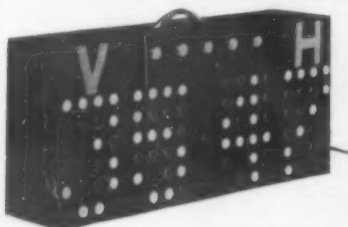
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S-500 SPORTSMASTER

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"When Split Seconds Count, Count On Scoremaster"

Situation-Play Practice Technique

(Continued from page 11)

and sound play along the lines of my lectures that week on offense. In the second 10, I set up with Team A behind 5 with 10 minutes to play.

The score is set up on the board and the scrimmage takes up from that point. Possession of the ball is determined by the coach—one time being awarded out of bounds, another time being decided by a jump ball at any of the three circles. The situation can be altered a shade by varying possession of the ball.

Because the situation closely parallels an actual game condition, I find the players more interested, more determined to perform well, and far more poised when the similar situation comes up in a game. The second team or frosh team is no longer merely chopped up in the meat grinder to provide scrimmage for the varsity. Where you have motivation and the will to learn, you have a learning process.

As the training season progresses, we dovetail the situation play with the lectures and drills on offense and defense. In the third week, we break down the 20-minute game scrimmage to four 5's. At this point we want both teams to perfect pressing and control tactics in the later stages of a game, and set up the following situations:

1st 5m-period: Team A plus 5 points, 5 minutes remaining, possession by Team B.

2nd 5m-period: Tied score, 5 minutes remaining, possession by Team A.

3rd 5m-period: Team A minus 5 points, 5 minutes remaining, possession by Team A.

4th 5m-period: Team A plus 10 points, 5 minutes remaining, possession by Team B.

In the fourth week, we're down to a series of say five 3's with a heavy emphasis on tight situations, game plays, fine control, and clutch shooting. The defense of the team behind is schooled in pinching and pressing tactics, overt pressure to steal, and, if the gap closes, to reasonable pressure, avoidance of foolish fouls, and careful cognizance of the time remaining and the score. Oh, that scoreboard will be valuable!

In the 3's, we're into the "bread and butter" play that so often decides a team's success or failure in a given schedule. Here are some of the situations I've set up:

1st 3: Team A plus 3, 3 minutes remaining, possession by Team A.

2nd 3: Team A plus 1, 3 minutes

remaining, possession by Team A.

3rd 3: Tied score, 3 minutes remaining, possession by Team A or jump ball.

4th 3: Team A minus 2, 3 minutes remaining, possession by Team B.

5th 3: Team A minus 4, 3 minutes remaining, jump ball.

In the fifth week, we go to 2's and 1-minute periods on the three following situations, and practice them over and over:

1st 2: Team A plus 2, 2 minutes remaining, possession by Team A.

2nd 2: Team A tied score, 2 minutes remaining, possession by Team A.

3rd 2: Team A minus 2, 2 minutes remaining, possession by Team B.

It can be easily seen that myriad situations can be set up by merely changing possession of the ball, or by adding or subtracting from the team's score. It can be specifically geared to your team and its needs, your offense and defense, and your thinking in these situations.

We handle the thinking in two ways:

First—and I believe the best for young teams—is to set up the situation on that scoreboard and then briefly discuss with Team A the tactics to employ, what we're trying to do, and what to expect.

Team B can be handled by the assistant coach and will play according to orders. If the scrimmage is handled well, let them know it. One day never makes a team, so look for consistency in handling the situation before turning to another one.

Both teams know the task in front of them, the situation becomes real by using that scoreboard, and the result is duly recorded on these flashing lights. The scrimmage has taken on additional meaning.

Secondly—and this is not a bad thought—set up the situation on that board, inform both teams of it, and watch their reaction to it. Let them work out the tactics and only critique with them after the time has run out. They grasp at this responsibility and it adds zeal to their tactics—which are, in the long run, closely akin to the coach's ideas and team plans.

Either way, you've used that scoreboard and situation play, so that in a game you won't be caught improvising a freeze pattern in a hurried time-out. Your team will have been drilled and will stand poised ready to meet the situation. Use that scoreboard!!

Short
tall
fat
or
lean
everyone
takes
to
the
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Uni-Sort Carding

Football Strategy

THE 1950 Los Angeles Rams presented one of the most complete and flexible attacks in football history. Due to the exceptional talents of the players, teaching was easy and assimilation of instruction rapid. We could have gone through the 18-game schedule without ever exactly repeating a play.

At that time, rival coaches were experimenting with all sorts of defenses to stop our fine receivers such as Hirsch and Fears, and our T formation with man-in-motion, so that every game meant facing at least one defense we'd never seen before.

We felt that the best way to attack unorthodox situations was with a maximum offense, capable of coping with any defensive alignment and movement. This could easily have presented a major problem in learning and remembering. But by defining, naming, and practicing certain formations, blocks, fakes, routes, and patterns, we were able to give each position relatively few rules and assignments—which meant the same thing anytime they were part of a play call.

By combining the terms in calling a play, the QB had literally hundreds of plays at his command, yet each man had perhaps only 15-20 terms that applied to him and which he had to remember.

We had 12 formations, 4 ball-carriers in the backfield, 10 holes in the line to hit on running plays, 10 pass routes for each of the flankers, ends, HBs and FB, 6 types of "near" blocking combinations and 5 types of line-blocking combinations by linemen, 3 types of double-team line blocks, 7 types of blocks by the backs (other than near blocking in which the near back is on their E), 12 types of backfield maneuvers that included ball exchange and complementary faking, 8 types of pass protection, a signal to put any back in motion, plus a few special plays such as bootlegs and tackle-eligibles that had to be individually committed to memory.

It would take a small book to explain all the details and meanings of the terms for the assignments above, and still more space to illustrate how these things were put together to theoretically meet any defense that could be devised. But that's another story.

Practically all of the nomenclature was originated by George Halas and Clark Shaughnessy, and most of the 1950 Rams' offense was an outgrowth of the T formation theory taught by those two a decade earlier.

Men's names—George, Tom, Ed—were used for G, T, E assignments on "near" blocks. Thus, George meant basically the G was to block the LB,

By HAMP POOL and JOE NORDMANN

By combining the terms in calling a play, the QB had literally hundreds of plays at his command, yet each man had perhaps only 15-20 terms that ap-

Men's names — George, Tom, Ed — were used for G, T, E assignments on "near" blocks. Thus, George meant basically the G was to block the LB.

By **HAMP POOL** and **JOE NORDMANN**

EVEN ROUTES	ODD ROUTES	FB ROUTES
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
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98	98	98
99	99	99
100	100	100

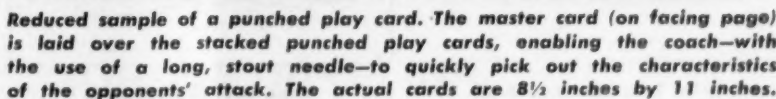
MID ROUTES		SKIN ROUTES	
Intended	Intended	Intended	Intended
Round	Round	Swing	Swing
Loop	Loop	check thru R	check thru R
check thru R	check thru R	check R	check R
check thru L	check thru L	check thru L	check thru L
check L	check L	check L	check L
Left	Left	check L	check L
Right	Right	check R	check R
Hook	Hook	hook	hook
Cross	Cross	cross	cross
Roll	Roll	roll	roll
Corner	Corner	corner	corner

For a few irregular plays, the letter "I" was used, such as "29-I Naked," and assignments on those plays had

Combinations of pass routes were particularly easy to make up with this system, and were used with various fakes for play number passes (passes off running play fakes) as well as with a straight drop-back move by the QB. With the latter, numbers were used to designate the number of men remaining to block and the number of backs sent out of the backfield. We won't diagram any of these as that's off the subject.

Paradoxically, the Los Angeles offensive possibilities at that time were so broad that no one man could fully

There were quite a few cards; so a box was built to hold them and they were cataloged into rough groups according to the basic defense. Thus section "51" held the plays that worked best against the 5-1 defense in which the corner men played wide, "53" held the plays that worked best against the 5-3 defense in which the corner men played more inside, etc.



Since teams then generally used only one or two basic defenses a game plus some experimental ones, the coach in the press box could pick out the broad sections immediately, then sort those into finer details as the details of the defense on the field were revealed to the spotter in the first few plays we ran.

Uni-Sort cards are sorted by the insertion of a long, stout needle (skewer) through the stack of cards at the hole from which information is desired. When the deck is lifted up on the skewer, all the cards that have been punched in that portion, drop out.

The man on the phones could in this way select the specific area of offense upon which to concentrate, and if the QB didn't remember all those plays, they were called from the bench. Plays could also be quickly invented using the standard nomenclature, and more than a few times we discussed new plays at half-time and used them effectively in the second half.

Through 1951, we began slowly to abandon portions of the "total, flexible offense," because with the advent of the highly successful Eagle defense, defenses became more orthodox and it was therefore less important to have the number of plays we did. If the middle 3 men could hold up their area, the Eagle could be adjusted to all sorts of offensive formations and plays, and indeed this flexibility and the ability to delay pass receivers quickly made the defense almost universal in the pro leagues.

At this time, also, unlimited substitution was allowed for the first time, and the highly drilled interior linemen put the defense ahead of the offenses then being used. These men were the first skilled, "reading" linemen. Pass defense also was forced into standardization because teams such as the Rams were making great yardage against "dishonest" alignments that coped with certain plays but left others wide open to the QB and the bench that could capitalize on them.

We turned, therefore, to using the punched cards for the quick accumulation of facts on opponent's offense, according to down, yardage, field position, formation, etc., so we could modify our defense accordingly. Again a master card was used to overlay the cards as purchased with their arbitrarily numbered holes, and punching and sorting was done through the master card.

At first our scout took down the data on separate sheets and transcribed it later on these cards. But subsequently he worked the games directly on the cards, then punched them when he got back to the office.

This worked pretty well in 1952. In 1953 assistant coach Johnny Sauer, who later coached at The Citadel, helped enlarge the scope of analysis by expanding the system to fill a 7" x 10" Uni-Sort card.

In 1957 the authors, now with the Toronto Argonauts, collaborated on a further extension of the basic punched card idea. In the Canadian Eastern Conference ("The Big Four"—Hamilton, Ottawa, Montreal, Toronto), each team plays the others 4 or 5 times during the season. This gives the scouting department an excellent opportunity to gather data, examine it, run off scouting reports for the team, and help brief the defensive signal callers.

CONCENTRATED ON MOVIES

As the season started, our scouting concentrated on actually seeing the rivals' games. In later weeks, we concentrated on movies, since by then we had already played them 2 or 3 times and the information was on film if we could get it in condensed form.

We decided to focus the scouting effort on the 1956 champion, Montreal, since they were using about the same plays as the past season and had a veteran QB who called his own game and who would probably consciously or unconsciously follow the pattern with which he had won many times before.

We did not prepare a printed card, but again made a hand-written master card and punched through that on non-printed cards which carried the Montreal plays. Though Toronto had a poor season, we were effective against the Alouettes, and we felt the punched cards contributed materially to putting a well-placed, alert, defensive team on the field.

Because of the greater offensive possibilities in the 5-man backfield of Canadian ball, a larger card was used, 8½" x 11", as shown on page 18.

We might go through the terms given on the master card to show what data we think is important.

Beginning in the left corner, Downs

1, 2 and 3 are shown (3 downs to make 10 yards in Canada).

Next is *Distance* to go for a first down.

Under *Territory*, B stands for blue (the opponent is operating on his side of midfield), and R stands for red (the opponent is in our end of the field).

The approximate *Yard Line* the ball is resting on is the next item, and next is the *Ball Position* with respect to the sidelines—left, middle or right hashmark. (In Canadian football this is quite significant, since the hashmarks are only 15 yards in, on a 65-yard wide field.)

All directions are given as our defense looks at the offense—their RE is on our left, etc. *Play Direction* indicates the direction the play goes relative to the position of the ball and the sidelines.

Under *Gain*, the A is an extra hole in case one wanted to categorize, say, plays going for more than 20 yards.

Line Formation terms refer mostly to the ends—East is the LE out wide, X split is the LE split off a couple of yards, and West and Y split are the same with respect to the RE.

The names relating to the *Backfield Formations* are our arbitrary nomenclature. Regular refers to a straight T; Port means 3 backs behind the QB as in the American T with the additional back set as a flanker left; Star is the same with the flanker right; Lou is a flanker back set wide to each side and the remaining backs strong left; Rose is the same with the remaining backs strong right, etc. The term *Only* refers to a single line modification in an otherwise "pure" formation.

Thus, if they have the LE split, with a regular backfield, we punch X split, Regular, and Only, because X split is the only variation showing in the otherwise regular T.

Had both X and Y been split, we'd have simply punched X split, Y split, and Regular.

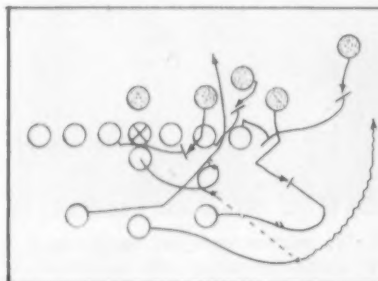
Pass, Run, and Movement are obvious, as are *Ball Carrier* and *Hole Number*.

Next is a short section on *Special Plays*, and next, types of *Pass Protection* for 5, 6, 7 and 8 man blocking.

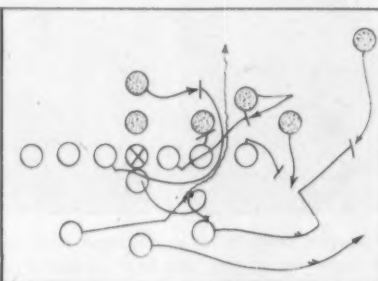
Next is a section for *Special Passes* and following that are 8 sections pertaining to *Routes of Pass Receivers*. Legs (after Leroy "Crazy Legs" Hirsch) refers to the spread LE or wide left flanker, Skin (after Tom "Skin Head" Fears) refers to the spread RE or wide right flanker, X and Y are respectively the closed LE or short left flanker, and the closed RE or short right flanker, Even is a normal LH, Odd is the normal RH, FB is the normal FB, and Mid is the inside man of two flankers set out to one side, outside an X or Y man.

For each potential receiver, we also have the term *Intended*. This is punched anytime the ball is thrown to that particular man, or initially intended for him, so that insertion of the skewer through X, Intended, will drop out all plays in which X was the real or intended receiver. The 4 num-

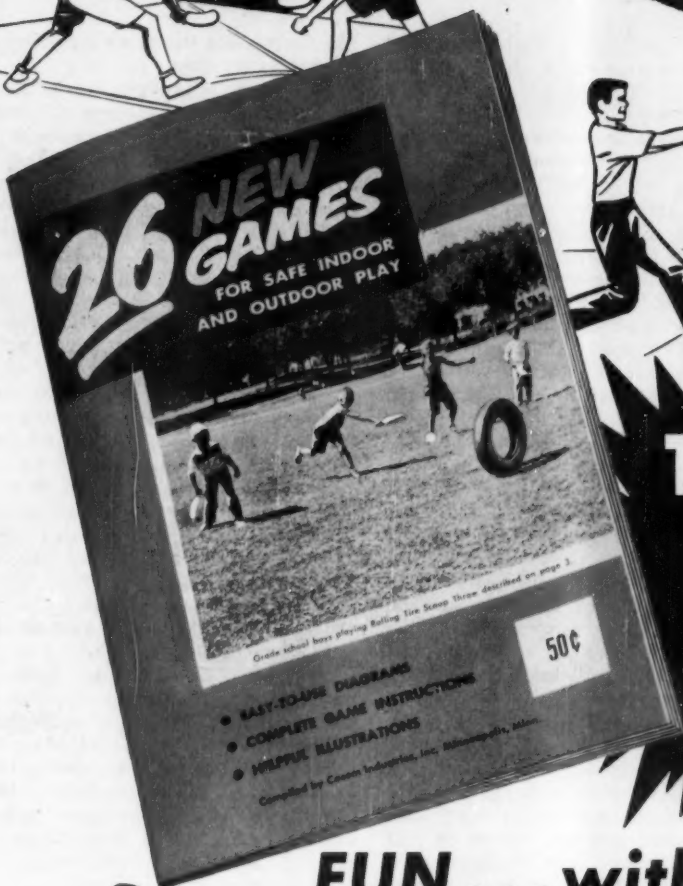
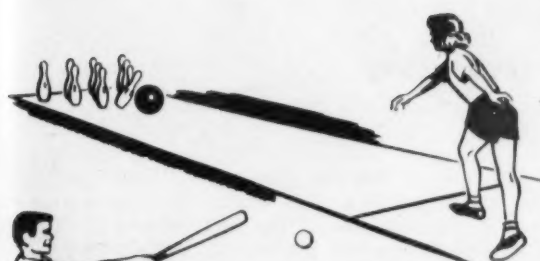
(Continued on page 44)



Fake Toss Tom Eve Bluff



Fake Toss M George O



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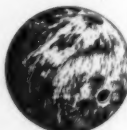
the games simple for them; yet the same games can challenge all the energy and

skill of high school students.

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IN MAKING a detailed study of the art of pitching, the writer sought the opinions of the top men in this demanding profession. Letters were sent to many major leaguers in two categories—pitching coaches and active practitioners of the trade.

The response was most gratifying, and I feel sure that school coaches will glean much valuable information as well as interesting reading material from it.

The questions asked were:

1. *What do you consider the main essential in becoming a successful pitcher?*

2. *How would you advise a pitcher to care for his arm?*

MEL HARDER, Cleveland Coach, Winner of Over 200 Games; the fellow with a good live fast ball has a good chance of becoming a successful pitcher. But that isn't all of it. He can have a good fast ball and good curve, but without control he's just another pitcher. I believe the fellow with the real live fast ball can, with plenty of practice and desire, learn the art of control—and the curve.

A pitcher just starting to get in condition should throw two or three days in a row, just medium speed. His throwing will eliminate the stiffness normal at the start of training. After a day of resting his arm, he can throw for two more days, then take another day's rest.

By this time, he's throwing 20 to 30 minutes in each session and can throw every other day. He can also start "spinning" curve balls at this time, gradually putting more on the ball as his arm gets stronger.

WHIT WYATT, Phillies' Coach, One of Brooklyn's All-Time Great Pitchers: The first and best asset is

a real good fast ball. Then, of course, a good curve. Also, the desire to be the best and never to be satisfied with oneself.

All arms are different and have to be treated differently. I'd advise a young boy not to throw too many curves. He should try to perfect his pitching form until he can get the most out of what he has. He should develop his control to the point where he can throw strikes consistently. And, he should take good care of himself, developing good habits and leading a clean life.

DAVE FERRISS, Red Sox Coach, Former 26 Game Winner:

1. Assuming a boy has a good arm, control is the number one thing he needs to be successful. Nothing is more important than the ability to get his pitches over the plate.

2. A pitcher should protect his arm at all times. Keep it covered between innings and when on the bases. Don't sit in drafts in the dugout. After pitching batting practice, don't stand around with a wet shirt on; change shirts immediately.

3. Don't warm up too fast or throw too hard when the season first starts. Give those muscles a chance to loosen up. Don't fool around with unorthodox pitches; work on the fast ball, curve, and change.

JOE BECKER, Dodger Coach, Former Major League Catcher: Most important in being a pitcher, not a thrower, is control—the ability to pitch to spots, with all breaking stuff being kept low.

Get your legs in shape first with plenty of running, since you must push off the rubber with your "hind" leg and land on your front leg on every pitch. Throw easily and naturally at first; then increase

the time spent throwing and throw harder every day.

Just spin the curve at first; and as the arm strengthens you can snap the curve. Don't throw with the arm alone. Get your body into the pitch by bending the back and following through completely.

BILL POSEDEL, Cardinal Coach, Former Major League Pitcher: First of all, a boy must possess a good, loose arm; secondly, poise. He shouldn't be rushed in spring training. He should always pick out a target, even in warm ups. The importance of control should be stressed; also the value of keeping the ball low. Most long balls are hit on pitches from the waist up.

He should have good equipment.

He should never stand around in a wet shirt.

CARL HUBBELL, Hall of Famer, Now Director of the Giants' farm system:

There are 10 things a man needs to become a good pitcher: (1) A limber arm. (2) Stamina, because nine innings sometimes become a long haul. (3) Two or three pitches which should be practiced until he knows how each will react. (4) Control is absolutely essential. (5) Endurance. (6) Competitive spirit. (7) Intelligence. (8) The ability to size up a hitter. (9) Confidence. (10) Fielding skill.

The stride is an important element for control. Most young pitchers lose power and accuracy because they overstride. A smooth, easy delivery, perfected by attention to detail, is a big aid to control. Faulty form often explains arm ailments.

ROBIN ROBERTS, Phillies: The main essential in becoming a pitcher is control of three pitches—fast ball, curve ball, and change up. Two

The Big League Approach

pitches, such as a fast ball and curve, may be sufficient, but the change up will help that much more. Condition begins with well-conditioned legs. If the legs are in shape, the arm will come along fine.

CURT SIMMONS, Phillies: (1) A good arm and proper attitude. (2) Plenty of running. Proper weight. Lots of throwing to a catcher and having an idea where you're throwing the ball. Pepper games are also helpful.

HARVEY HADDIX, Redlegs: The most important job for a pitcher who desires success is to be able to control the ball and throw it where he wants it to go. A fast ball is the one pitch that a young pitcher must have. He can be taught to throw the others.

The most effective way for a pitcher to condition his arm is to throw easy for a week or 10 days, throwing curves or any pitch he may have. After that, he should warm up easily for 10 minutes, gradually throwing harder until his arm becomes tired. He should do that every day until his arm becomes really tired, then rest it a day or so, then throw hard for a few more days and repeat the routine. That is the way most big leaguers get the needed strength in their arms.

A pitcher shouldn't throw hard for a day or two before pitching a game. Running is very important for stamina and I also think that it helps one's coordination. To keep an arm in good condition and protect it, there's only one thing to remember—keep it warm at all times. Even in hot weather the arm needs to be covered.

SKINNY BROWN, Baltimore: If a man is to become a successful



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MAPLE FLOORS

pitcher: (1) He must have a certain amount of natural ability. (2) He must have a love for the game and the willingness to work hard and long to develop that ability to the best advantage. (3) He must have control and at least one pitch he can throw over the plate for a strike 90% of the time. (4) He must think all the time. When he starts thinking and trying to set up the hitter so that he throws him off-stride or off-timing, he becomes a pitcher and not a thrower.

It's necessary for a pitcher to protect his arm at all times. His arm is his bread-and-butter and when that goes bad he's through. (1) He should get good and loose before throwing hard. (2) He should keep a jacket on his throwing arm after throwing. (3) He should wear a long-sleeved sweat shirt so that his elbow is covered. (4) He should stay out of drafts and not allow his arm to be exposed after pitching a game.

RONNIE KLINE, Pittsburgh: Do a lot of running. If you have really strong legs, you shouldn't have arm trouble. The legs are very important to a pitcher. Always wear a long-sleeved sweat shirt when pitching, and cover your arm at night when you go to bed.

The main thing in pitching is control. If you have four pitches, be sure that you can get all four over the plate. They do you no good if you cannot throw strikes with them.

BOB FRIEND, Pittsburgh: I'd list: (1) Proper conditioning, stressing the importance of strong legs. This involves various running exercises. (2) Confidence and poise—being able to relax under pressure. (3) Control of three pitches—being able to use any of the three in any situation during the game, with control of them. (4) Pitching intelligence—knowing your hitters and how to set them up for certain pitches.

Of course all of this comes with experience, and only with game experience will a pitcher be able to master the above essentials.

HERB SCORE, Cleveland: I'm still learning myself and am not an expert. However, I'll say that I think control is the basic essential of all good pitchers.

As for taking care of one's arm, you must use commonsense. Warm up before throwing hard, don't throw when your arm is tired, and do plenty of running. Plenty of throwing in the spring to strengthen the arm is also a good idea.

NED GARVER, Kansas City: If you're gifted with pretty fair ability, I think the most important thing in becoming a successful pitcher is

to be able to get at least two pitches over the plate at all times. If the hitters can look for just one certain pitch whenever the pitcher is behind in the count, then they're almost sure to keep him from being a successful pitcher.

The best care for a pitching arm is to do a lot of running to get the legs in extra good shape. When your legs get tired, you don't push off the mound and follow through correctly. This puts added strain on the arm. You must throw a lot, too, but there's little danger of hurting the arm if the legs are in shape.

BOBBY SCHANTZ, Yankees: The main essential in becoming a successful pitcher is control. No pitcher can go anywhere without getting the ball over the plate.

A pitcher should condition his arm by starting slowly in the spring and working up to a point where he knows he can throw at full speed without pulling any muscles or tendons. He should always wear a jacket or heavy sweat shirt after throwing hard or pitching.

ART DITMAR, Yankees: (1) I would say control plus a strong arm. (2) Always begin your warm up slowly, gradually increasing your speed as your arm feels stronger. Do at least 20 minutes of running daily.

JOHNNY KUCKS, Yankees: (1) Control. (2) Be sure you're properly warmed up before throwing any breaking stuff or throwing hard.

HERSHEL FREEMAN, Ex-Cincinnati: My ideas on pitching are:

1. Control is everything.
2. Running has never hurt any pitcher.
3. Don't try to throw too many pitches. Develop a fast ball, curve ball, change up—and learn to use them.

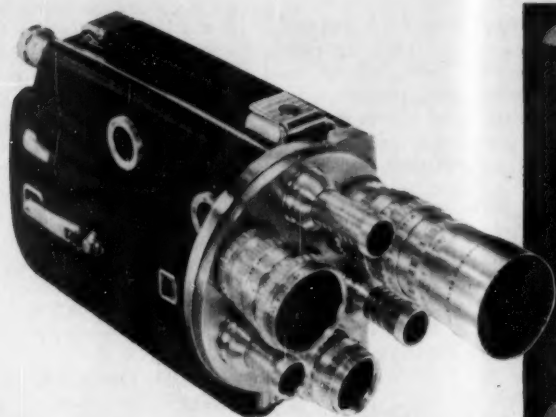
4. Don't go for strikeouts: they'll take care of themselves. Pitch to retire the batter on as few pitches as possible.

5. Take care of your arm in your own way. You know when you can throw and when you cannot.

DAVE SISLER, Red Sox: The main essential in becoming a successful pitcher is the determination which causes you to bear down both mentally and physically pitch after pitch, day after day.

The main things in protecting an arm are: (1) Warm up before attempting to throw hard. (2) Just spin the first curve balls thrown each day (3) Keep your arm covered, especially after throwing—in uniform and out. (4) Run to keep your legs in shape.

MOE DRABOWSKY, Cubs: The main essentials may vary from pitcher to pitcher, but success re-



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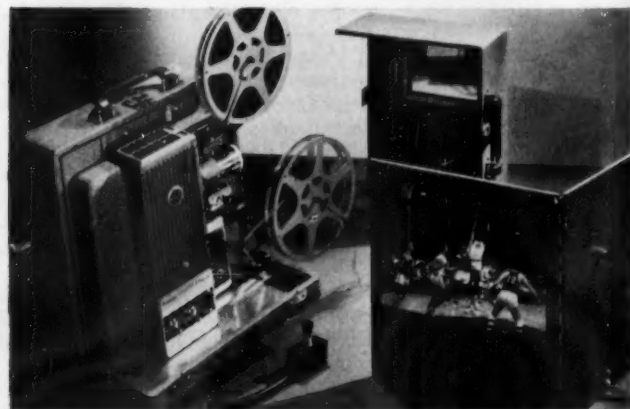
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quires a combination of factors. If one has a great deal of natural ability, that may be a starting point. If one doesn't have exceptional ability, then possibly control would be the starting point or the essential factor for that pitcher.

Along with these two, there's the problem of conditioning and keeping in shape; the pitcher's mental attitude toward the game (this, I think, is underrated); his alertness and ability to learn; how well he can do the fundamentals; and, of course, knowing how to pitch—changing speeds, rhythm, etc. That's a big order for anyone to fill but we can strive for it.

Arm care? Make sure your body is in good condition first; avoid drafts; keep the shoulder and elbow covered; and get into a routine—pitch, rest, batting practice, rest, pitch—a day for each. That is our sequence and I like it a great deal.

TOM POHOLSKY, Ex-Cubs: To become a successful pitcher, you need, above all, confidence in yourself and your pitches; control, with a knowledge of the hitters, to make batters hit your pitch; the natural assets such as a good fast ball, curve, and change—with the ability to throw two of these pitches where you want them to go.

As all pitchers are different, the care should be different, but (1) Try to exercise some in the winter, stretching the arm muscles. (2) During spring training and the season, *RUN*. An arm is no better than the pitcher's legs. (3) Try to keep the arm reasonably warm or covered, according to the weather.

DICK DONOVAN, White Sox: Control is the main essential in developing into a successful pitcher. Simply getting the ball over the plate with something on it and in a good spot. A pitcher should condition himself by getting in lots of running to strengthen his legs.

HOYT WILHELM, Baltimore: The main thing in becoming a successful pitcher is *control*. As for condition, I'll go along with the saying that if the legs are in shape, so is the arm. Most people may not realize it but a pitcher uses his legs about as much as his arm, and the only way to get the legs in shape is by running.

CLEM LABINE, Dodgers: My opinion as to what makes a successful pitcher is threefold: (1) Proper attitude toward baseball as a profession. (2) The ability necessary to make a professional ballplayer. (3) The mental prowess to put this ability to proper use (control, poise, etc.).

As far as caring for an arm is concerned, I doubt if anyone has

ever found a complete program. Some people can throw without a warm up or a care; others cannot. Again, it's up to the pitcher himself.

STEVE GROMEK, Ex-Cleveland: Control is the most important thing to a pitcher. The secret of it is practice, practice, practice. A pitcher should work out at least twice a week; play slow catch all winter; run on ground and pitch on ground if possible. He should throw a lot of batting practice, should rest his arm at least one day after pitching a game and one day before pitching a game.

CARL ERSKINE, Dodgers: Being a successful pitcher in the major leagues, of course, requires some God-given talent but also a great mastery and control over yourself mentally. If you can't control yourself, there's no hope for the baseball you're throwing.

Good general conditioning is essential, especially the legs. Most power is generated from the legs up and is coordinated into the delivery. I recommend wearing a sweatshirt containing some wool—always long enough to cover the elbow—on cool days, 100% wool; a jacket while running the bases, and as many warm-up pitches as possible before starting an inning. A pitcher should cool out thoroughly before leaving the clubhouse and wear a long-sleeve shirt, sweater, or coat.

A great exercise for loosening-up is a pepper game—usually a day following a turn on the mound.

JOHNNY ANTONELLI, Giants: I'd consider constant practice for perfection and control to be one of the major factors in making a good pitcher. A pitcher should also be in top physical condition and get sufficient rest. The pitching arm should be kept warm and protected from the outside air. Calisthenics and plenty of running are important for keeping the body in good condition.

Major league pitchers, although individually placing stress on different points, all seem agreed on certain basic essentials as being vital to successful pitching. Their ideas on the subject should impress aspiring ballplayers with the fact that even after establishing themselves at the top of their profession, these stars still realize the importance of rudiments and are ever-conscious of the need for applying the basic fundamentals to their own pitching.

Of all the requisites listed, control easily comes first. Every pitcher should also be able to get at least one, and preferably two, of his pitches over for a strike whenever necessary.

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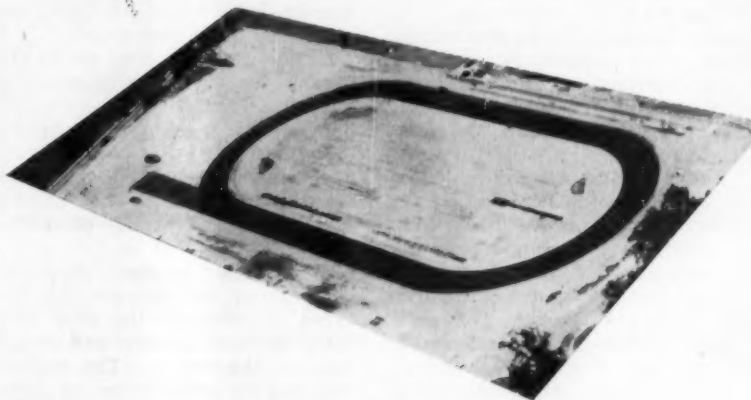
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Basketball

Coaching

in Virginia

*Winning teams favor the single-post, while
losing clubs go for the weave; the zone is
used on defense by 58% of high school teams*

TO DISCERN the basketball coaching methods used in Virginia, the author conducted an extensive questionnaire survey among the Group II schools in the state. Exactly 76.7% of the coaches replied, so that the answers may be accorded substantial validity.

To lend further weight to the study, a comparison was made between coaching methods and games won. This was done by dividing the respondents into two groups. One group was composed of the teams winning more than 50% of their games (this came to 59 teams), and the second group was composed of teams winning 50% or less of their games (this included 54 teams).

An abstract of the pertinent coaching points follow:

Part I, Offense and Defensive Play Used:

1. The three main offenses reported include the combination, fast break, and slow break in that order of popularity. Winning teams tend to use more of the combination offense, with losing teams favoring the fast-break offense. The slow-breaking offense is the least used by both groups.

2. The coaches, when asked which of the three offenses they would choose if limited to one choice, reported the following: 52% would choose the combination, 40% would choose the fast break, and only 8% would choose the slow break.

3. The middle of the floor is the most common avenue for advancing

the ball on a fast break, as indicated by 55% of the respondents. 30% prefer the optional method, approximately 4% prefer the side or weave, with the remaining 8% not replying.

4. The three most popular slow-break offensive patterns used are the set play patterns, the optional patterns, and the single-post patterns.

5. The overload formation (49%); the 1-3-1 offensive formation (33%); and the double post (14%) are the most popular offensive formations to attack the zone defense. The single post and the 1-2-2 formation follow in that order.

6. The weave and single-post patterns are the most popular attacks used against a man-to-man defense. The winning teams tend to favor the single-post pattern, while losing teams prefer the weave. The set play and double-post patterns are also used by many of the respondents.

7. The man-to-man, zone, and combination defenses are the three types of defenses—the zone being rated the most popular and used by 58% of the coaches. The man-to-man and the combination are identical in the percentage of users, with 21% reported. Winning teams use the combination defense slightly more than losing teams.

8. The most popular zone variations are the 2-1-2, the 2-3, and the 1-2-2. The 3-2 and the 1-3-1 are also used to a slight degree.

9. The coaches, when asked which one of the three defenses they would choose if limited to only one choice, reported the following: 43% man-to-man, 30% combination, and 27% the zone. This would indicate that no one defense is predominantly preferred.

Part II, General Practices and Procedures Used:

1. Charting is carried on by 89% of the coaches. Of this percentage, 97% is done by winning coaches as compared to 82% by losing coaches.

2. One and one-half to two hours is the most preferred length of the practice session. The pre-season and early season practices tend to be longer for winning teams than losing teams. The opposite comparison is noted in the mid and late season practice session.

3. In the evaluation of characteristics for selecting players to the squad, the coaches rank "attitude and competitiveness" superior to all others. The remaining characteristics follow in this order: aggressiveness-hustle, shooting ability, height, defensive ability, speed and faking, passing ability, and jumping ability.

4. Coaches of winning teams tend to do more scouting than do losing team coaches.

5. The majority (89%) of the coaches use special plays for various game situations. The winning teams have a slightly greater percentage of users in most situations than the losing teams.

6. 61% of the coaches' strategy regarding stalling tactics state that they would not start stalling with a 10-point lead and five minutes remaining in the game. Both winning and losing coaches are in agreement on this.

7. When behind 10 points with five minutes to go, 86% indicate they would instruct their team to start pressing tactics.

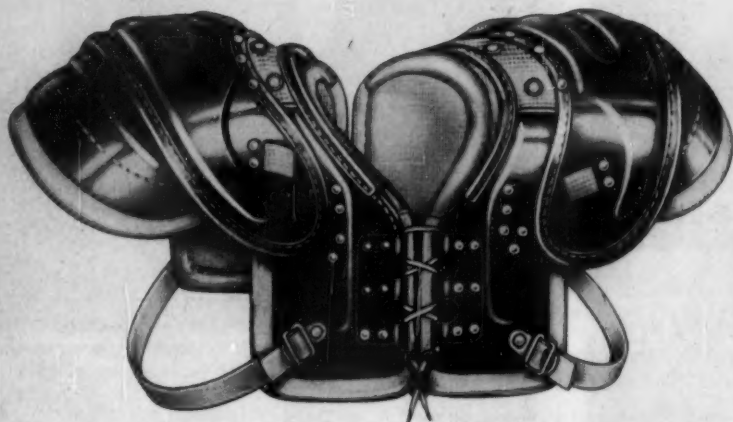
8. In the evaluation of officiating, most coaches rank "inconsistency" as their major complaint. The remaining group of complaints are fairly evenly distributed. "Not knowing the rules" is the most minor complaint of coaches about officials.

Part III, Objective and Statistical Data:

1. The average age of the indi-
(Concluded on page 37)

By **MELVIN MYERS**, Robert E. Lee High School, Staunton, Va.

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PART 2

Group Golf Instruction



Scholastic-Anso Photography Awards

CAN there be so many steps in learning golf? Is there any proof that one method will work for everyone? Obviously, there can never be because of individual differences. Any one teaching method may work with some groups or individuals but not with others.

One idea suggests that if one has the proper mental concept, he'll be able to play a better game of golf. A person then reads, studies, and thinks how it should be done; then puts the mental concepts into action.

This isn't a new idea in learning. The person thinking how golf should be played perhaps thinks of and even visualizes a golf star playing; then in his thinking he sees himself making the same shots that his golf idol is making.

This mental concept has merit because it requires an analysis of one's game. It's far better for the individual to do his thinking, however, before he actually goes into action. Seldom do great golfers engage in such thinking when actually in the act of swinging.

THE DRIVING GAME FIRST?

The school teacher must consider how to teach the game long before his classes begin. Research seems to indicate that teaching the full swing first gives the pupil a better understanding of what the swing is about.

One of the main reasons for the

popularity of this teaching technique is the fact that most beginners get more fun out of hitting a long drive than they do in sinking a 20 or 30 foot putt. Another contributing factor to the popularity of driving is the driving range.

The most difficult problem will be how to have 25 to 40 pupils in a class hitting wood shots. The typical teaching situation finds no facilities or equipment for hitting wood shots. The drive is a complex skill which isn't comparable to any other type of physical activity. The teacher must plan to give a simple and easy beginning.

THE SHORT GAME FIRST?

This method of teaching golf means that the person is taught the short game first, then progresses to the long part. Many teachers use this teaching method with beginning golfers. This idea is based on the premise of first teaching the most simple ideas and then following up with the more complex movement as the student progresses.

Many golfers know that putting is approximately 50% of the game, but they rarely spend time developing this part of the game. 25 or 40 pupils can, by the fact of limited facilities and equipment, be taught putting. In a group of 20 to 40 pupils, experience will prove that in 20 minutes these pupils can be taught to sink 20 footers in two putts without too much trouble. This will immediately give the pupil a sense of mastery.

From a practical point of view, it's obvious to the physical education teacher that many obstacles must be overcome in mass teaching. The high school teacher using one end of the football field while the other end is in use by another teacher would find it most impracticable to hit long shots on the area.

Then, too, if golf balls are limited in number, most of the time would be spent in looking for the balls, since beginners are quite wild with the long shots. With 100 balls and 25 students in the class, the student would be lucky to get a total of 12 to 15 shots in a one-hour period. Far more participation for each student may be obtained by chipping and putting. Any golf teacher with just one pupil can begin with the full swing because of having the facilities to do so.

The University of Florida has an enrollment of nearly 11,000 students. All the golf playing is done at the Gainesville Golf and Country Club. The club has student days and has been very cooperative with our golf program.

Our physical education program has four major phases. Golf is included in each phase. They are:

1. *The Required Physical Education Department:* These courses are required of all students; in them, class supervision and instruction are given in a variety of sports.

2. *The Professional Physical Education Department* consists of courses primarily taken by those majoring in physical education. Various sports are taught in both theory and practical application. Florida is one of the few institutions which requires golf of

By C. H. REHLING, Golf Coach, University of Florida

every major before he graduates.

3. *The Intercollegiate Department* deals with specially coached teams which meet in regular competitive contests with other schools.

4. *The Intramural and Recreation Department* sponsors golf competition and exhibitions.

It's very evident that golf fits well into all four of these departments. Each year approximately 1,000 students go through some type of golf program. Nearly 900 of these 1,000 take the golf course offered by the Required Physical Education Department. Golf is one of the individual sports which is offered each semester.

The University has 10 golf instructors, with one of them acting as chairman of the sport. There's plenty of space, which has been fitted with a green and driving area, for instruction. Ideal weather for golf is a decided advantage in that classes can be held outdoors the year around. Less than 2 or 3% of the classes have had to meet indoors due to inclement weather.

Approximately 12% of our students have physical defects that prevent them from participation in certain sports. This makes it necessary for them to receive special instruction in order to acquire enough skill to enjoy the sport in which they're most interested.

The adaptive and corrective phase of the Required Physical Education Department provides this opportunity. Under medical supervision, a careful analysis is made of the physical capacities of the individual. The findings determine the activities available to them, and the student is allowed to choose from them according to his interest.

However, if it's decided that his physical condition can be improved by therapeutic exercise, this receives first consideration. The student is urged to carry on this work in addition to developing a recreational sports program.

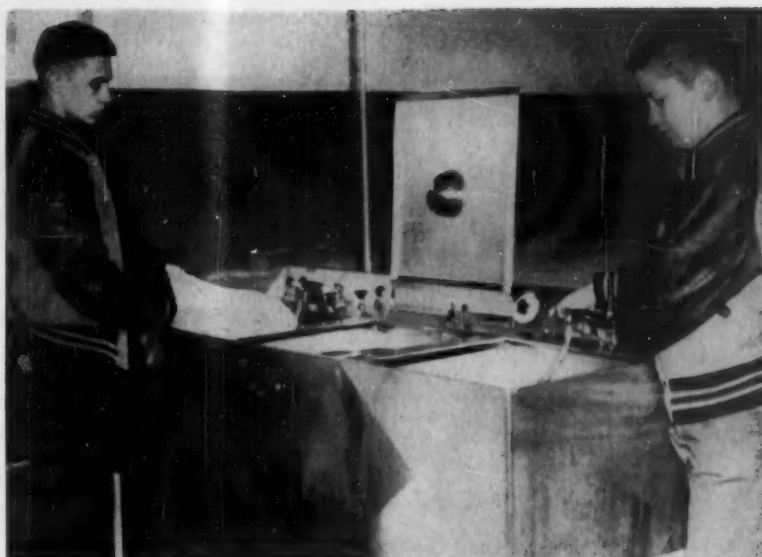
Golf is one of the recreation sports offered to the student regardless of physical limitations. Most people can play golf with a great deal of enjoyment. The world of sports is of enjoyment.

At the University, we attempt to meet the following objectives:

1. Basic instruction for all who want to learn how to play golf.
2. Specific skill proficiency in the game of golf.
3. Knowledge of the game.
4. Appreciation of the social value of the game.
5. Emotional control through participation in actual playing.
6. Recreational appreciation, both present and future.
7. Spectator interest for present and future life.

TEACHING METHOD

From these objectives, we proceed into our method. As in all phases of learning in education, the *whole* and *part* methods have been applied to



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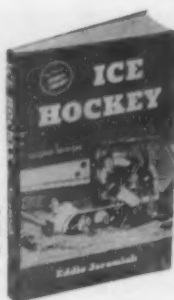
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golf. It's debatable which method is more effective.

Briefly, the whole method is based on learning the full swing at the beginning; i.e. taking instruction on the drive at the first lesson. The part method proceeds on the idea that the learning process will be aided by learning the simple shots first and then proceeding to the more complex. The Florida plan proceeds as follows:

1. Putting.
2. Chip Shot.
3. Pitch Shot.
4. Short Iron.
5. Wood.

Neither method mentioned above is a new idea. For many years, golf professionals and teachers have used both ways of teaching. Golf instruction at its best is an individual affair.

The Florida plan is based on the philosophy of learning the golf swing by shot progression. The student spends five hours practicing on each shot above. The classes are divided into foursomes, and during the third and fourth hours of practice these foursomes engage in both individual and team elimination competition. The fifth hour devoted to each shot is spent in testing and in introducing the next shot.

The instructors use the philosophy of teaching a few shots well. Since the swing is the same, and the difference lies in the degree of the total swing, we feel that more can be accomplished by having the student learn the basic fundamentals of the strokes and then develop the other skills by intensive practice.

There are approximately 30 golf classes each term. Since each class has an average of from 20 to 35 students, this makes it evident that group instruction must be employed. Because 95% of the students are usually beginners, our group instructional methods aren't a substitute for individual instruction, but are based on sound basic fundamentals.

This emphasis deals with the most important part of the student's golf career—the proper beginning. We realize that to an individual who has never played golf, a proper beginning is of prime importance. And this is the aim of our program.

EVALUATION OF PROGRAM

Skill Testing for Group Instruction:
At the end of each teaching program, educators attempt to measure what has been learned. Most teachers don't have a playing situation and must contrive some type of evaluation procedure.

The logical method is to have the student play several rounds on the golf course, with the group's score being plotted and translated into skill grades. If par is considered the perfect score, it's evident that the beginner won't make a very high grade, but his performance should be evaluated in terms of his beginning level.

At present, there are no national norms by which beginning golfers may be evaluated. It's obvious, how-

ever, that the very nature of the game can be considered its own test.

Where facilities aren't available for golf play, the instructor should try to design some fair type of measurement for the skill of his students. Actually, there are three main ways by which golf skill can be measured: (1) Tests in which mechanical devices are used; (2) tests in which various shots are recorded for accuracy on a target or area; and (3) rating scales.

Many teaching authorities suggest that some type of rating procedure, added to a three- or four-hole golf score, be used to determine the skill grade of the golf students.

Performance Rating:

1. Ability to use the proper stance.
2. Ability to address the ball correctly.
3. Ability to use the proper grip.
4. Ability to execute the proper swing.
5. Ability to select the proper club for different shots.

These five items can be observed in a class situation (without the use of a playing situation). The teacher can have each student perform these five items any time during the latter part of the course, and rate each item subjectively in relation to a perfect score of four points. A score of 14 points should be considered passing, though the teacher can change the number to suit his own situation.

The performance rating should be followed by the actual skill test.

Golf Knowledge Test—Rules and

Techniques: It's surprising how many students, teachers, and even professionals have never studied the official rule book. Most players' knowledge is more or less general in nature. The more complicated technical rules are learned only through intensive study of *The U. S. Golf Association Rule Book*.

While it's too much perhaps to expect high school and college students to familiarize themselves with detailed golf rules, the teacher or coach should certainly know them. The teacher can perform an educational service by providing several copies of the rules for the student to study. The National Golf Foundation has a booklet which gives the main rules and illustrates them.

The student should know the main rules and have an understanding of the basic fundamentals of the game. After reasonable time for study, the teacher should give the students a quiz on the rules; this should be repeated from time to time.

The knowledge gained should assist the student in playing a better game; he'll pay more attention to the violations that so many beginning golfers make on the course. A knowledge of rules also increases the student's appreciation for the vast scope of the game.

PHILOSOPHY OF TEACHING

In every field of endeavor, we find success is determined by careful planning. The golf teacher must predicate

his teaching on these guiding principles (*Laws of Learning*):

1. *The Law of Readiness*: Condition within the learner which urges or prompts him to act. A good example of this in group instruction is the fact that mass teaching sets up a competitive situation where the individual is trying to outdo his fellow pupil.

2. *The Law of Repetition*: A given activity is repeated as a response to a particular stimulus. Other things being equal, a habit pattern tends to form by which the response becomes more certain, prompt and easy.

3. *Law of Condition*: If two or more stimuli leading to separate responses are presented at the same time or in immediate succession, a connection tends to form between each stimulus in the total situation and the response that occur. For example, in group instruction this law allows for greater emphasis on continual use of minor points which might be overlooked in individual instruction.

4. *Law of Attention*: Other things being equal, the forming and strengthening of the connection between a stimulus and a response depends upon the amount and degree of attention aroused in the learner by the stimulus. For example, group instruction calls for greater attention on part of pupil to get information as described for the first time.

5. *Law of Effect*: When modifiable connections between a stimulus and a response are used, these connections are strengthened if the response is satisfying and weakened if the response is annoying. For example, in group instruction emphasis is put on accepted techniques. The group isn't allowed to formulate individual habits. One important factor is that the group must have a pleasant experience in order to begin the game. If they have a negative experience, they may quit later on with a bitter feeling about it.

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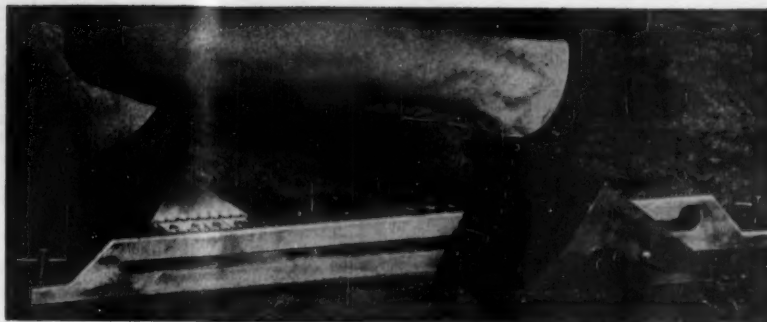
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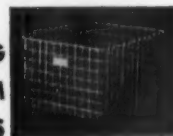
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A JUNIOR HIGH SCHOOL OBSTACLE COURSE

LARGE numbers of pupils now enrolled in our public schools will enter the Armed Forces in the near future. These youth must be fit in order to render effective service. They must be fit not only morally and spiritually, but physically as well. Their start should come in the school.

It's common knowledge that the physical examinations of our inductees in the last war revealed few serious physical defects. However, many lacked physical development, skills, strength, and endurance. This poor physical condition was a serious handicap in the Armed Forces training program.

The poor physical condition of our youth has also been revealed in part by the controversial Kraus-Weber tests. The findings of these tests so shocked President Eisenhower that he immediately called for means of improving the physical fitness of our youth.

This plea prompted the Physical Education Department of Monroe Junior High School to embark on an accelerated physical education program, with physical fitness the spearhead of a series of desirable learning experiences designed to fit within the school plan of instruction and activity.

A prominent part of the plan was the construction and use of a 110-yard obstacle course planned by the author and constructed by students of the school's Industrial Arts classes. The course is a scaled-down version of the military type obstacle course, with the distance and obstacles modified to junior high school level.

The primary objectives of this unique facility is to improve the student's well-being, strength, endurance, alertness, agility, speed,

and stamina. The obstacles selected and constructed stress development of the whole body along with the skills of running, climbing, crawling, vaulting, hand walking, balancing, and dodging.

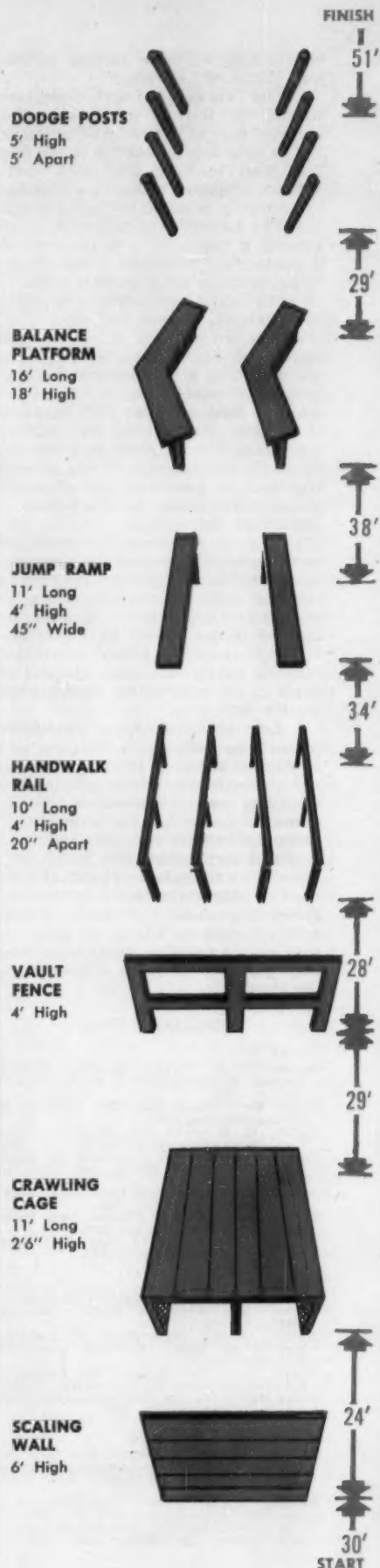
Description of the Course: The obstacle course is 110 yards long and 15 feet wide. Each obstacle is 12 feet in width, allowing two separate squads to participate at the same time. The course includes:

1. Scaling wall—6' high.
2. Crawling cage—11' long, 2' 6" high.
3. Vault fence—4' high.
4. Hand walk rail—10' long, 4' high, 20" apart.
5. Jump ramp—11' long, 4' high, 45" wide.
6. Balance platform—16' long, 18" high.
7. Dodge posts (4)—5' high, 5' apart.

The distance breakdown is as follows:

1. From starting line, run 30' and climb scaling wall.
2. From scaling wall, run 24' and crawl under crawling cage.
3. Run 29' from cage to vault fence.
4. From vault fence, run 28' to hand-walk rail.
5. Run 34' from hand-walk rail to jump ramp.
6. From jump ramp, run 38' to balance platform.
7. Run 29' from jump ramp to dodge posts.
8. From dodge posts, run 51' to finish line.

Participation in this activity is compulsory for every able-bodied student attending Monroe. We're very fortunate at our school in that each student receives one 50-minute physical education period every school day.



Our testing program dealing with the obstacle course begins immediately after a thorough orientation. This orientation is given the first week of school and covers safety and the best methods of mastering each obstacle.

The second week is devoted to practical work. Each student is given the opportunity to run the course at half-speed to get the feel of each obstacle and the distance involved. At the same time, the instructors point out faults in form and method in an attempt to improve overall technique.

The third week is devoted to running the course at full speed, but not against time.

The fourth week finds the students running the course at full speed against the stop watch. Each participant has his time recorded on a permanent record card.

From this point on, each student is timed once per month until the end of the school year. A close check is kept to see what individual progress is being made and what difficulties are being encountered.

Our findings show that the most difficult obstacle to master for both the boys and girls is the hand walk. This difficulty revealed that our students' greatest physical weakness lay in the shoulder girdle area.

We immediately began laying greater stress on exercises dealing with the development of this physical area. This move paid off handsomely. Our students, although still experiencing some difficulty with this obstacle, showed improvement.

Our exercise program is so designed that it works hand in hand with our findings on the obstacle course. When we find an individual experiencing difficulty with a particular obstacle, we pin-point the cause and then either add or intensify specific exercises or activity to help that individual overcome his physical shortcoming.

For the past two years, a complete obstacle course record file has been kept on the male students participating in our accelerated physical fitness program. Our findings have been very heartening. Of approximately 900 boys tested on the obstacle course, **all showed improvement!**

Our testing guide is based on the following:

1. 20 seconds or better—great improvement.
2. 12-19 seconds—much improvement.
3. 5-11 seconds—some improvement.
4. 1-4 seconds—little improvement.

It can be argued that the students became adept on the course merely through repetition and thus improved their timings without actually improving physically. This could be true to a certain extent. However, in most cases the improvement was so great that the staff had to conclude that it was due mainly to our physical fitness program. To cite one example: a male student lowered his time from 58 seconds in October, 1957 to 32 seconds in June of 1958.

At present, the boys' record for the course is 24.2 seconds. Although a permanent record file hasn't been kept on the girls, the fastest time recorded is 31.6 seconds. Next year,

a permanent record file will be started for the girls.

Our obstacle course has gained both local and national recognition. Besides being written up in the local city newspapers and being carried by one of the national news services, films of the course were featured on a Pacific Coast television sports show. In addition, Hearst Metrotone News gave the course three-minute film coverage in one of their newsreels throughout the nation.


A 16-mm color film on the obstacle course is available to any school interested in seeing it. The film may be borrowed by dropping the author a card.

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By HERMAN L. MASIN



The Day Our Sports Heroes Really Speak Their Minds!

THE OTHER NIGHT, while tossing fitfully on our pallet, we had a wondrous nightmare. We dreamt that a moratorium had been declared on all the marshmallowed inhibitions and conventions of the sports world, and truth suddenly reigned—and snowed—supreme. In this braised new world, all our sports heroes suddenly started speaking their minds—and the earth trembled. As undignified truth piled on undignified truth, we somnambulistically reached for our bedside tape recorder and attached it to our subconscious mind. And this is what came out:

Big League Baseball Club Owner: When a team finishes sixth for five years in a row, some changes must be made. Since no manager could have done more with the kids and culls on the team, it must be my fault. I'm hereby firing myself.

Losing Fighter: The judges were blind to give me three rounds. I don't think I won one. Do I want to fight that guy again? Are you crazy! The guy can murder me every day in the week.

Football Coach: With all the personnel we have coming back, I don't see how we can lose a game this year. We ought to murder Notre Dame, Oklahoma, Ohio State, Army, and Auburn. Unless you newspaper men are prejudiced, you ought to make us a prohibitive favorite for every game.

Basketball Coach: Sure those guys are unbeaten and out-size us five inches a man. But we'll take 'em by 25 points. Remember, we're playing on our home court and have a couple of "homers" reffing.

Tennis Bum: Who wants to turn pro? With all the dough I'm making in amateur tennis, it'd mean taking a cut in salary. Anyway, I'm really a stiff and couldn't take a set from any pro in the game.

All-American High School Hero: I've finally decided to go to Abnormal U. because they're giving me the best cash deal. They've also promised me I won't have to attend classes, and will have a good pro contract waiting when I graduate.

Highly Touted Miler: If the wind conditions and the track are perfect and someone sets a fast pace for three laps, I figure to run the mile in 4:08. Four minutes? You're out of your mind! I simply haven't got it in me.

Game Official: Sure I called that big play wrong. After all, I was out on the town all night and didn't get a wink of sleep. I was yawning when that play occurred. Besides, I can't see without glasses. Who cares anyhow? What do those coaches expect for 25 bucks?

University President: Of course I know all about the excesses in big-time football. But you know what would happen if I tried to deemphasize our football program: I'd be out in the streets selling football programs.

Spitball Pitcher: Certainly I throw the spitball on every other pitch. I couldn't get anyone out without it. But you gotta catch me doing it before you can hang me.

Publicity Man: Billy "The Bomber" Katsavage is a wife-beater, a pickpocket, and a low-grade moron who maintains a high "F" academic average. He's hated by all the players, coaches and students. He wouldn't last a week in any respectable college. But he's a helluva football player and we need him to help pay off the mortgage on the stadium.

Athletic Director: Those fuddy-duddies who form our "Mainline Boosters Club" are a pain in the neck to all of us. They corrupt the kids and undermine our athletic structure. But what the hell—they take good care of our scholarship men and buy a lot of tickets.

Sports Announcer: Folks, this is the dullest game you ever saw. If I were you, I'd switch to another channel and watch one of those old-time movies. Good God, here comes another one of those dreadful beer commercials! Quick, turn your dial!

Nikita Khrushchev: I must confess that Russia didn't invent shuffleboard, skin diving or judo.

Coaching in Virginia

(Continued from page 28)

vidual player was 17 years, but age isn't an influencing factor in winning teams as compared to losing teams. Losing teams have a slightly wider age span than winning teams. This would mean they have more younger and older players than winning teams.

2. Height advantage is a positive contributing factor to the winning team, as the average winning player is $\frac{3}{4}$ " taller than the losing team player.

3. The grade level shows predominately juniors and seniors on the average team. Losing teams tend to have more underclassmen playing regularly than do winning teams.

4. Winning teams have a more noticeable number of lettermen playing than losing teams.

5. The average team may expect to score two more points on its home floor than on its opponent's floor in the average game. Point average at home is 53.1 as compared to 50.8 away from home, per game.

6. The average team may expect to win about 15% more games at home than away.

7. The floor facilities (backboards and floor size) don't play a role in the percentage of games won or lost.

(Data on 540 players were utilized in this portion of the study.)

Part IV, Coaches' Evaluation of Certain Fundamental Skills:

1. Coaches rank shooting first in importance in a list of 10 fundamentals. The other nine fundamentals are ranked as follows: passing, rebounding, foul shooting, speed, individual defense, dribbling, faking, screening, and pivoting.

2. The eight types of passes ranked according to their usage and importance are: chest pass, bounce pass, overhead pass, baseball pass, hook pass, shovel pass, behind the back pass, and the roll pass.

3. The jump shot is ranked the number one type of shot in usage and success to the team by the majority of the coaches.

4. The one-hand set, two-hand set, and the two-hand underhand shots are the most popular styles of shooting free throws.

5. Most coaches allow their players a freedom of choice in free throwing with only 13% of the coaches insisting on one definite method being used.



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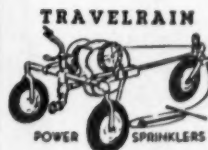
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During the past summer, we conducted several surveys among college and professional football and basketball coaches, and the stationery used for their replies suggested some interesting possibilities for the high school athletic program. At very little and in some cases no extra expense, much information can be sent to correspondents, alumni, the press, booster, and other groups on your envelopes and letterheads.

Consider some of the following

suggestions used by the colleges and pros for your athletic publicity:

1. **Have the sport schedule printed on the envelope.**

Syracuse University, 1956 Lambert Trophy winner, printed this information along with their 1957 football schedule on their mail in attractive orange and silver inks.

The universities of Maryland and South Carolina employ a similar plan, using the school color (red) as the ink for their schedule. The St. Louis University schedule is a nice two-color job of red and blue.

At the high school level, correspondence from the athletic depart-

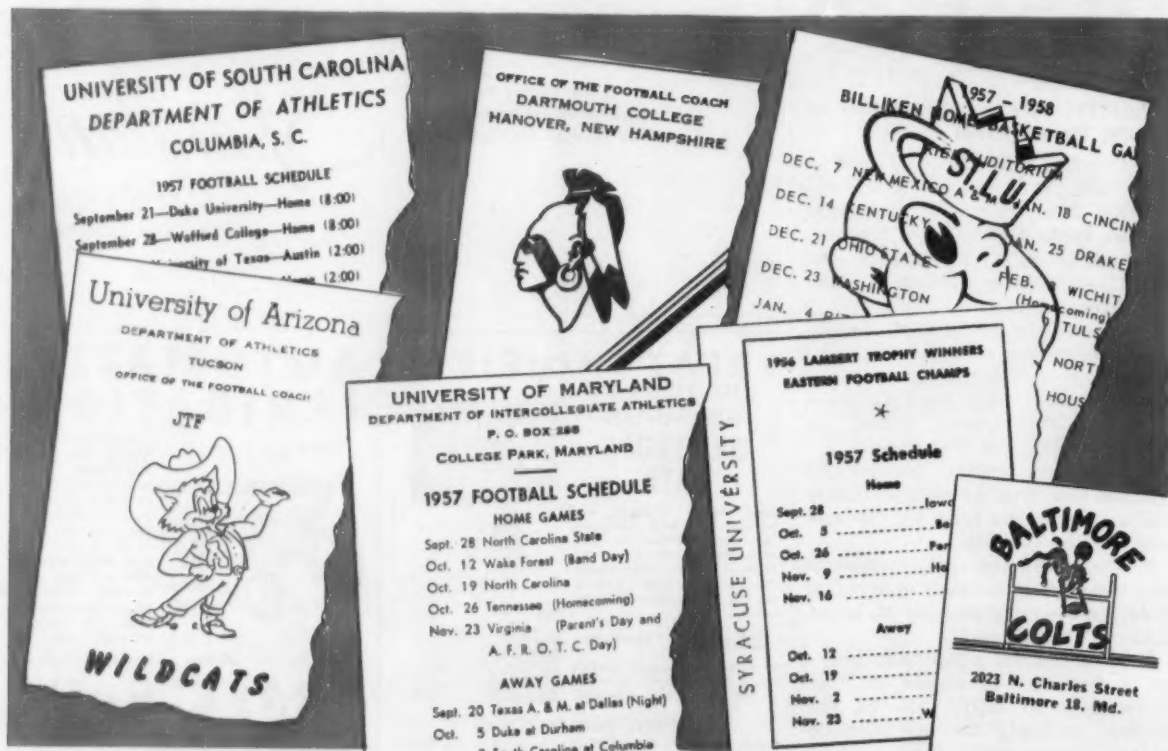
ment can include the schedule of games. Having the date of the games, game sites and starting time printed on the envelopes enables you to relay this information to all who receive letters from the department or school. The regular school stationery can also be used.

The schedule of games can be put on the envelopes with a rubber hand stamp made up for each sport.

2. **Schedule printed on the envelope as "metered mail."**

More and more schools and business firms are using "metered mail" as an accurate check on their postage expenditures. Instead of the reminders to "Shop Early For Xmas," or other slogans that are used, the school can have a metered cancellation of its own.

The schedule of home games or the complete schedule can be printed on each envelope with the use of the meter machine from the post office. The universities of North Carolina, California, and Purdue are examples



of schools using metered mail to help publicize their football schedules.

3. Slogans on "metered mail."

The Baltimore Colts of the National Professional Football League encourage their followers to "Buy Colt Season Tickets" as their slogan on metered mail.

The University of Iowa reminds its correspondents that the school is the "Home of the Hawkeyes." Wyoming uses its emblem of the cowboy. Maryland urges all to "Follow the Terps" with slogan cancellations on their envelopes.

Metered mail cancellations can be very attractive. It's possible to use inks of different colors. Red, blue, brown, and green are some of the possibilities. The school colors can be used as the ink for the post mark and cancellation.

4. Mascots and other symbols on envelopes.

Encouraging school spirit is also possible via the mails. The Dartmouth Indian, University of Arizona Wildcat, and the Baltimore Colt appear on the envelopes from these organizations.

The high school mascot or emblem can be used in similar fashion. A cut can usually be obtained from the yearbook department or picked up from an athletic program. The cost of printing the high school mascot on envelopes will be nothing if the cut can be borrowed for the athletic department stationery.

5. Use of colored inks for the printed material.

Color is playing an important part in this public relations program. Instead of the conventional black ink, the school colors can be used for the printed material on the envelopes and writing paper.

Arizona and Kentucky use blue, Dartmouth and Manhattan use green, and Maryland red as the colored ink for their letterhead and envelopes. High schools can follow these examples.

6. Other possibilities for the use of color.

The color of the typewriter ribbon and the ink used for the signature has been used to carry out the themes of school colors in correspondence. The Cleveland Browns use a brown ribbon, the University of Kentucky uses blue, Manhattan green, and New York University purple for its "Violets."

Typewriter ribbons are available in a number of colors, and it's possible to use one of your school colors as the ribbon with which to type your letters.

Similarly, ink, whether fountain or ball-point, is available in school colors and can be used by the coaches and athletic director for their sig-

nature. Dartmouth uses green ink for signatures on its correspondence.

7. Use of cuts of new buildings, gym or athletic field.

Another idea used by Oregon State College and Maryland is to have the pictures of their stadium on the back of their envelopes. A yearbook cut could again be used to let the high school correspondents know of the new field house, athletic field, or gymnasium.

8. A good publicity idea.

Although not possible for general college and high school use, it's interesting to note that Princeton and Columbia have extensively used the 3-cent stamp issued by the post office

to commemorate their anniversaries on their mail for quite some time.

Stationery from the athletic department could be sold to the students for greater circulation of the athletic schedules. The local merchant who, in many cases, has the athletic schedule printed could also pay for the printing of the stationery. The envelopes could also be used by the booster club.

Examples of practices used by college and professional teams have been cited for use by the high school athletic department.

A few customers gained at the gate will more than pay for an attractive envelope and letterhead.

the choice of the 1956 Olympic team should be yours too!

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Starting Lacrosse

(Continued from page 7)

cer, and ice-hockey. It's a rough contact sport, but not nearly so rough as the average person believes. The records show that lacrosse injuries are fewer in number and far less serious than in many other sports.

A primary attraction of lacrosse seems to be that it's always fun for the players. Whether a boy be a first or a fourth team player, whether it be practice or a championship game, whether it be sunny, raining or snowing, lacrosse for the high school is FUN.

Many a football star has confessed that he has enjoyed his lacrosse a great deal more than his football, and these boys were All-American in both sports.

The latest example of such an athlete is the great Jimmy Brown, All-American Football and Lacrosse at Syracuse University, 1956-57, and rookie-of-the-year for the Cleveland Browns. Jimmy has said he would like to play football on Saturday and lacrosse the other six days of the week.

As an example of how lacrosse can be introduced and successfully established in a public high school, we shall use the case history of Huntington High School on Long Island.

There were less than 1000 students in Huntington High when lacrosse was introduced in 1955. Baseball, track, and tennis comprised the spring sport program. Although Huntington is located in Suffolk County, next to the lacrosse-playing Nassau County area, very few of the youngsters had ever seen or heard about the Indian sport.

Lacrosse was introduced by placing several lacrosse sticks and balls in the physical education office for student use. A few boys were taught how to throw and catch and a sheet explaining this procedure was placed on the newly constructed lacrosse bulletin board.

Boys were allowed to use the sticks before and after school as well as during the lunch periods. Within a very short time, the sticks seemed to be in constant use and several boys purchased their own.

At this point, the bulletin board became an important factor. Besides explaining how to throw and catch, the bulletin board featured articles

on lacrosse, an explanation of the game, a NCAA Lacrosse Guide, and lacrosse scores taken from the *Times* and *Tribune* (especially the Sunday papers).

Constant changes of interesting material and pictures resulted in frequent visits by the students. This bulletin board, which is still used today, thus was extremely important in the introduction of lacrosse.

After the initial interest was created, the first Suffolk County Lacrosse Clinic was scheduled for the Huntington High gym. This clinic was conducted by Bill Ritch, Sewanhaka coach, who brought along 16 boys from his Long Island championship squad.

The success of the clinic was due to careful planning and promotion. A display of lacrosse equipment and pictures, borrowed from Sewanhaka, were set up in the trophy case at Huntington along with posters explaining what was to take place at the clinic.

Ritch's presentation included the history of lacrosse, an explanation of the game including rules and penalties, drills used by his team, and a half-field scrimmage.

Letters and duplicated posters were sent to surrounding schools. Articles appeared in the local newspapers, along with appropriate pictures.

As a result, more than 300 students, teachers, and coaches attended the clinic—most of them from the host school. The real personal touch came at the end of the clinic when the spectators were invited on the gym floor and the Sewanhaka play-

ers lent their sticks and demonstrated how to throw and catch.

Following the clinic, lacrosse was offered on a club basis at Huntington. More than 80 boys met once a week during the school activity period. At first, there weren't enough lacrosse sticks, so the club was limited to showing lacrosse films borrowed from colleges and talking about the game. A magnetic coaching board proved very valuable in explaining offensive and defensive play.

In the meantime, boys had been encouraged to buy their own lacrosse sticks. A member of the local Kiwanis Club donated a dozen sticks, and the school ordered another dozen.

Before long, almost every boy in the club had a stick and the group was able to work outside. In the beginning, it wasn't necessary for every boy to have a stick, as most of the time drills were used and sticks could be passed back and forth without loss of time or interest.

Interest mounted and many of the boys requested that the club meet daily after school. After this was cleared with the athletic director, lacrosse was organized with 35 boys on an informal basis. The school custodians made cages from used 1½" pipe secured from a local oil distributor. The school purchased helmets and gloves and the boys began engaging in scrimmages. Huntington had lacrosse.

The following year (spring 1956), lacrosse became part of the regular athletic program and was included in the budget. Fifty-six boys reported to spring practice and played a limited J-V schedule of five games. In the spring of 1957, more than 70 boys reported for the varsity squad and last year about 80 boys tried out for the team.

Although the school enrollment has been increasing each year, the other spring sports seem to be enjoying a greater turnout since the

COST OF EQUIPPING A 30-MAN LACROSSE SQUAD

Equipment	First Year	Second Year	Third Year
Balls	1 doz. \$ 6.00	1 doz. \$ 6.00	2 doz. \$ 12.00
Face guards	28 84.00	2 6.00	— —
Gloves	20 pr. 160.00	5 pr. 40.00	5 pr. 40.00
Helmets	use football to start	15 150.00	15 150.00
Nets	1 set 25.50	— —	— —
Shoulder guards*	2 pr. 15.50	10 77.50	10 77.50
	TOTALS \$291.00	\$279.50	\$279.50

*Some boys make their own

introduction of lacrosse. Boys who excel in track, baseball or tennis are not lost to lacrosse.

One of the immediate objections raised by athletic directors is that there's no one available to coach the sport. However, a school that doesn't have a former lacrosse player on the staff may appoint any competent coach, since lacrosse employs the skills used in several sports. Some of the better known high school and college coaches have never played in a game.

An enthusiastic coach, armed with a good lacrosse book, can start the boys on fundamentals. Advanced techniques will come with experience.

Each year there are several coaches clinics in the New York and Baltimore areas where a coach can learn a great deal. Additional material and aids for starting lacrosse may be obtained free of charge by writing Bill Ritch at Sewanhaka High School (Floral Park, New York).

The cost of lacrosse equipment can be arranged as not to overburden the school in any one year. Most schools require a boy to purchase his own lacrosse stick. In Huntington the boys buy their first stick, which usually lasts for 2 or 3 years, and the school replaces the stick when necessary.

A new school starting lacrosse can attach face guards to football helmets during the spring lacrosse season. These face guards are available for less than \$3 each. The only other item needed is gloves, which may be purchased for as little as \$8 per pair. The football jerseys and shoes complete the uniform along with the boys gym shorts.

The cost of equipping 30 boys is broken down in the accompanying table. These costs do not include officials and transportation, and it's assumed that football jerseys and shoes can be used.

Following are the comments of school administrators who've added lacrosse to their athletic programs:

Robert Cushman, Principal, Huntington H.S.: "We're happy to include lacrosse as an important part of the school's interscholastic program. The game has great appeal to boys, and our leadership and coaching has played a vital role in the increasing interest shown in the game by both the players and the school at large."

Howard Nordahl, Principal, Sewanhaka H.S.: "Lacrosse has proved an excellent adjunct to our spring sports program. Hundreds of boys who otherwise would have spent their time in a less constructive fashion have found it an outlet for healthy athletic de-

sires. The football, soccer, and basketball coaches are particularly happy in view of the carry-over values from one sport to the other. Many of our graduates have returned to tell us how much the sport has meant to their development and adjustment while in college."

William Ashley, Athletic Director, Freeport (N.Y.) H.S.: "The development of a high school lacrosse team can be accomplished without a large budget and without the physical setup required for such major sports as football, basketball, baseball, or even track. Each of these sports requires a better developed and more expensive playing area plus a far larger financial outlay."



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Individual Stance and Footwork

(Continued from page 9)

orthodox position is one embodying a straight line between your man and the basket.

Whenever playing in front of your man, as when covering a low pivot or a down-court offensive man in a back-court press, you certainly must assume an *unorthodox* position.

A *semi-orthodox* position is necessitated in coverage from the side—neither in front nor in back—as, for example, when playing even with a forward on the base line until he moves out to a point beyond the free-throw line extended.

Position must naturally be varied to meet individual situations such as height, speed, or specific abilities such as driving with the ball either left or right.

A short player must play his man much closer than a tall man can.

A slow player must compensate for lack of quick mobility by assuming a deeper position.

The general norm must be strength against strength. And the first requisite is correct position. *Forget the ball* until you obtain the position required by the immediate defense at hand, and then *maintain the correct position as your defensive assignment continues*.

Maintaining the right position requires consideration of the next defensive fundamental—

Stance: The position of the entire body comprises the proper stance against either the opponent with the ball or the man without the ball.

The position of the feet usually comes first. The feet may be *staggered*, with one foot forward, or *square across* or *parallel* with each other. The foot-spread, whether staggered or square across, is usually equal to the width of the shoulders. This provides a firm and solid foundation together with comfort, ease, and quickness for moving into action.

The staggered stance *must* be assumed against an opponent in possession; while either the square or staggered may be employed when not playing the ball. In my opinion, the staggered stance is always preferable—with adjustment, of course, against a pivot or center near the basket.

For covering out-court and away from the basket and base line, the ideal stance is one with the inside foot advanced.

I also believe that the open side of the stance provides the greatest strength. Thus, in team defense we

desire the greatest strength to the outside. We feel we can compensate for inside weaknesses with "help-out" or "sinking" tactics by the teammates away from the ball. This help isn't so readily forthcoming where your man gains outside position on you.

Though we teach this principle, we actually end up with the individual player using the foot forward that provides the greatest strength, mobility, and satisfaction in covering.

When defending the basket alone or when defending along the base line, the outside foot must be advanced in challenging the opponent with the ball. When defending the basket—especially when outnumbered—the use of the inside foot (inside or outside with reference to the middle of the court area) would require turning your back on the ball against a quick cross-court pass.

In protecting the base line, the outside foot must be used to close the path of the offense along the base line. In this movement, the foot is placed on the line to close the gap. If the opponent is successful in going around you, it must be toward the side where assistance may be expected from teammates.

BEND THE KNEES

Good stance requires the knees to be bent and the hips down, with little or no weight forward on the toes or balls of the feet. The weight should be well-distributed with a considerable portion of it on the heels.

Remember, the first move is *always* backward, and keep low against the opponent.

The forearm of the forward arm may rest on the thigh of the forward leg for comfort. The same hand as the forward foot must be ready for the thrust up and out toward the ball, while the opposite hand should be out and to the side.

In my opinion, the conventional admonition to "keep your hands up" is a grave error in good defensive coverage. Hands up merely creates further extension of muscular control. Mobility comes from flexion rather than extension. In fact there **MUST** be flexion before extension if there's to be movement or explosiveness in muscular activity.

Use of the hand in stabbing at the ball prevents mobility in keeping good position, and is usually the first sign of individual defensive weak-

ness. To keep position—and this is the first fundamental—the body must be low, including the hands. There's no place in defense (if position comes first) for the player who continually reaches out or stabs at the ball.

With the hips down and the weight fairly distributed, the head should be up and the trunk straight. The position and stance should blend into quick mobility for continual backward action.

Footwork involves starting and stopping, which is equally as important in offensive fundamentals. No player should take the court without instructions in proper starting, stopping, change of direction and pivoting.

The feet and no other part of the body should initiate the movement. If the feet are square across, the movement is one of transfer of weight. The "on-side" foot moves first, being raised slightly off the floor. This isn't a big step, just a quick slide along the floor which widens the base or foundation. Then the transfer of weight occurs as the opposite foot "drags" into the new position.

Direction is either right or left in keeping with the movement of the offensive opponent. When the speed of the "slide and drag" isn't adequate, the footwork must blend into the regular stride step.

If the feet are staggered, a movement to the open side of the stance offers the greatest strength for defense. Movement in this direction requires the transfer of weight to the back foot in a slide and subsequent drag of the opposite foot, similar to the movement with the square stance.

Movement in the direction of the closed side still requires the transfer of full weight to the rear foot in a quick thrust or push-off from the forward foot, and actually produces a quick pivot on the back foot. Then the slide and drag continues, with the whole body facing the opposite direction from that of the movement to the open side.

In both directions, the defensive footwork must blend into the stride movement when the speed of the offense becomes too great to maintain proper position.

Footwork in meeting or challenging the opponent with the ball must be quick and with full-stride steps until the area of closeness demands use of the approach step. This is the cautious movement forward in the "slide" and "drag" forward—foot forward in accordance with strength to side desired or as chosen by the individual—to set up the individual coverage.

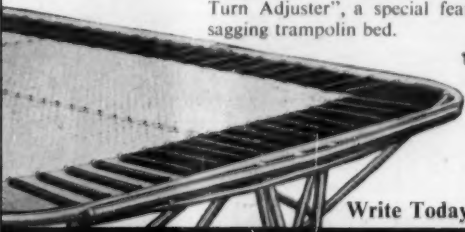


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Carding Football Strategy

(Continued from page 20)

bers in circles refer to the first, second, third and fourth times we play a given team.

So much for the master card. A sample of a punched play card looks as shown in the accompanying illustration. (See page 19.)

This play was diagrammed from the film and is drawn as our defense will see it coming at them. The QB fakes a draw play, drops back, and throws a screen to number 89, the LH. (All notations, again, are given as we look at the opponents—thus their RH is a LH to our defense.)

The +4 by the wriggly arrow means the runner made 4 yards, and the 2 between RT and RE indicates the estimated split in position Y, the RE. The penciled notation in the upper right corner of the card is taken down with the play to facilitate later punching, and means the play started on the left side of the field, the down and distance situation was second and 10 to go, and the field position of the ball was the blue (Montreal's) 32-yard line. Next is the date and the opponent.

In Canadian ball, teams run 75-85 plays per game, and we found that the scout could, working alone, transcribe the plays from film to these large cards in the morning, then overlay each card in turn with the master card and punch them all in the afternoon. (It takes a couple games' experience to gain that speed, but with smaller cards, suitable for American college football, the job goes faster.)

Next day he could analyze the game by putting the skewer through the appropriate holes, dropping out the cards, and writing down the generalizations he found. He then typed up, and prepared on a duplicating machine, a scouting report that might run a dozen pages summarizing his findings, and a copy was given to each man. Thus in two days we had all the information in the hands of the players.

When the movie was reviewed for defensive purposes, the scouting report became doubly meaningful. For example, the coach might stop the movie projector just as the opponents snap the ball for a play, and say, "They're in Twin Right Formation, on the left hash mark, with long yardage to go. What do they usually do?"

And a majority of the team can reply, "Fullback toss to the twin side," because in two games that's all that had been done in that combination of circumstances—and we're well along on our way to playing "percentage" ball in the next game.

If the reader will check the charts, he'll see how the play card would be punched. The identity of the punches have been written in to aid him, though certainly there's no need for this for any other purpose.

Following counter-clockwise around the second punched card from the lower left corner, the following items have been notched out with the punch, and completely describe the play. It's second down and 10 yards to go in blue (Montreal) territory, and approximately on their 30-yard line. The ball is near the left hash mark and the play goes to the left, which is toward the near sideline, and is good for 4 or more (but less than 10) yards.

The line formation is normal except that Y (the RE) is split, while the backfield is in what we called Lou formation, a wide flanker HB to each side, and a LH and FB in their normal positions.

"Only" is punched since there's only a single variation (Y split) in an otherwise pure Lou setup. The play is a pass and the protection is what we called 66, meaning 5 linemen blocking plus a single back blocking to the left side.

It's a screen pass and the even back (LH) checks to our left, and he's the intended pass receiver. It's the second game of the season against this team.

THIS many splendorous scouting device is the handiwork of a crack coach and a crack scout. Hamp Pool was an assistant coach with the Los Angeles Rams in 1950-52, then head coach from 1952-54. He coached the College All-Stars offense in 1955 and '56, and has been head coach of the Toronto Argonauts since 1957. Joe Nordmann scouted for the Argonauts in 1957 and now scouts for Los Angeles Valley College. Both are co-authors of the superb coaching text, "Fly T Football."

With a stack of such cards, the coach can quickly pick out the characteristics in the other club's attack, and, following around the card as before, get answers to such questions as these:

What plays do they favor on each of the three downs? On various yardage situations? (Note special hole in upper right corner for Short Yardage.) What plays do they run with the ball near the sideline? Near the middle? Do they run mostly to the wide side or short side? Are they running right-handed or left-handed? What plays have gone for long yardage? What plays are run from what line formations? What backfield formations? What percentage of the plays are runs? Are passes? Have a man-in-motion? Who does most of the ball-carrying? Through what holes? What correlation can be

seen between special plays or special passes and formation, for example? What type pass protection is used on what kinds of passes (and how might we rush them)? What routes do the receivers run? What combinations of routes make up the patterns? And so on.

When answers to such questions are learned, one is certainly well on his way toward briefing the defense and defensive signal caller and in effectively bottling up the other club's offense. Considering the screen pass illustrated, we might be interested in pulling out all screens by putting the skewer through that hole and dropping out the screen pass plays. Inspection might reveal for example that all of them were run from Lou formation and are preceded by a fake draw, and that no screens are run when there are fewer than 8 yards to go for a first down, etc.

There are many ways one can design cards of this type to adapt them to his individual problems. One can make this approach to scouting as elaborate or simple as he wishes, with cards of different sizes.

We think this type data sorting is going to be of value at any level of football. We're always pleasantly surprised at the amount of information that can be extracted from a pack of game cards in a short time, and the interesting correlations that immediately become evident among the items notched out. Punched cards have helped us win games.

"Here Below"

(Continued from page 5)

must be something of profound value in a game that has left so deep a mark on so many men of high repute. Probably no other sport could have brought out such a distinguished gathering, evoked the enormous enthusiasm and deep, inspiring affection of so many famous people.

We think Head Coach Ike hit the oblate spheroid right on the proboscis when he stressed the values of football and other sports in stimulating and developing the spirit of competition:

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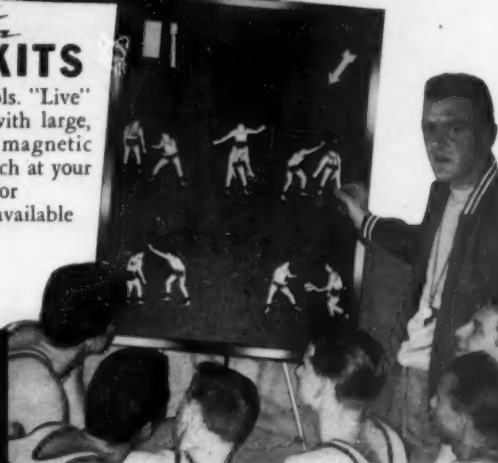
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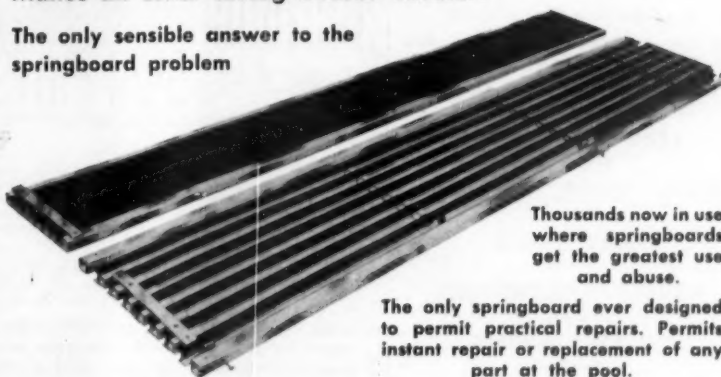
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"For there is another kind of
competition (communism) which
America must meet—ponderous,
persistent, deadly. It is clever and
powerful and it is out to win by
whatever means and at whatever
cost.

"That is the competition we are
up against today, and you and I
know that contest is likely to be
long indeed. Our team is made up
of every individual in America. We
need to make each one of them the
best player we can put on the field.

"This requires fitness—fitness in
its deepest and broadest sense. We
know that fitness is far more than
a healthy body. It is more than an
alert, disciplined mind.

"Fitness is the sum of all values
which enable a man to act effective-
ly in his nation's behalf in this great
contest. In this environment, fitness
is man's maximum development to
make all of us a stronger nation."

Vaulting Over Horse

(Continued from page 14)

moving and to avoid scratching the
floor. It can often be moved most
easily by pushing at the sides near
the base.

The leather should be "rubbed"
with neatsfoot oil once a year and
the pommels should be tightened
securely. Before using, the wheels
should be retracted and a double
thickness of mats should be placed
opposite the approach side. A beat-
board is desirable though not abso-
lutely essential.

Spotting: Each class member
should take a turn spotting all
other members on each stunt. But
it's not recommended that each boy
spot the succeeding vaulter, since
many will forget to take their turn.
This procedure is also slower, since
each vaulter must wait until his
spotter is ready. With one spotter
for the entire group, boys can follow
one another more rapidly than
otherwise.

Vaulters should indicate by a
wave of the hand to which side
they'll throw their legs so that the
spotter can stand on the opposite
side to avoid being hit by flying legs
and feet. Specific spotting procedures
for each stunt will be explained as
the stunt is presented.

Instructors should stress the fact
that usually more courage is dem-
onstrated by the spotter than by the
person doing the stunt. Spotting will
give boys an opportunity to demon-
strate courage or lack of it. Instances
of good spotting should immediately
and publicly be praised by the in-
structor. With elementary school-

children, it's recommended that the instructor himself do the spotting.

Coaching Suggestions: Stunts should be presented in the order in which they're given in this article. Each stunt should be named as it's presented. Students who succeed in a stunt should be encouraged to perform with increasingly better form. This will provide a challenge for both the better and the poorer performers. The instructor should constantly make short, terse suggestions for improvement such as: "lean more," "legs straight," "point your toes," etc.

(Watch *Scholastic Coach* for future articles on vaulting over the elephant and doubles balancing.)

NEW BOOKS on the Sport Shelf

- **ICE HOCKEY** (2nd Edition). By Eddie Jeremiah. Pp. 152. Illustrated—drawings and diagrams. New York: The Ronald Press Co. \$3.50.

THE famous Dartmouth hockey coach has turned out a splendidly illustrated instruction-loaded text for both players and coaches.

Part 1 covers the development of individual skills, with emphasis on heads-up play, fundamentals, techniques of advanced play, tips and tricks, and goal-tending.

Part 2 encompasses coaching methods, stressing the key call system, land hockey, ice conditioning, special individual drills, general and special offensive game conditions, and general and special defensive game conditions.

The material is covered graphically and fully and illustrated with many superb free-line drawings and diagrams. A distinct "must" for the hockey coach.

Miscellaneous

- **1959 Official NCAA Guides: Wrestling, Ice Hockey, Swimming.** \$1 each. (Official college rules and record books; order from The National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.)
- **1958-59 Official NBA Guide.** \$1. (The first professionally published guide for pro basketball, and a marvelous job it is—containing all records and statistics for every team and every player in pro history! Order from The Sporting News, 2018 Washington Ave., St. Louis, Mo.)
- **1958 Adelphi College Basketball Coaching School Notes.** Pp. 43. \$1. (Covers lectures of Bob Davies, Fred Schaus, Joe Curran, and others. Order from George Faherty, Adelphi College, Garden City, Long Island, N. Y.)

FREE LISTING FOR SPRING CLINICS

• Are you running a clinic or coaching school this coming February, March, April or May? Scholastic Coach will be happy to carry the essential details in a special pre-summer Coaching School Directory.

Send in the essential details:

- Name of school
 - Location
 - Date
 - Name of Director and his address
 - Courses
 - Staff
 - Tuition
- ... and we'll give your school or clinic a completely free listing.

Send your information to

SCHOLASTIC COACH, c/o Coaching School Clinic
33 West 42 Street New York 36, N. Y.

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To obtain free literature and sample goods, carefully check items desired and mail coupon directly to Scholastic Coach, Advertising Dept., 33 W. 42 St., New York 36, N. Y. Numbers in parentheses denote pages on which the advertisement may be found.

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- ☐ 1959 Catalog of Hurdles, Crossbar, Standards, Vaulting Poles, etc.

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- ☐ Information on "Grass-tex" All-Weather Track

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- ☐ Folder on Locker Baskets and Uniform Hanger

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COSOM (21)

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EASTMAN KODAK (25)

- ☐ Bulletin on Movie Equipment
- ☐ Information on Speedy Film Processing

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- ☐ Coaches' Brochure on Electric Basketball and Football Scoreboards

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- ☐ Softball Rules Booklet
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- ☐ Scouting & Scoring Book
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Dept. 5, Box 1065, New London, Conn.

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The complete "around the clock" motion picture service you want and need no matter where you are located. You get film, development, splicing, mounting on reels and cans ready for projection and fast speedy return all at one low price. Write today for price list #59 for complete details, or telephone Bob Roush—ANDover 3-1677.

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No coupon honored unless position is stated December, 1958



REPRINTED FROM
BOYS' LIFE
MAGAZINE

A football coach talks to his athletes about pimples

by CLARY ANDERSON

Coach of the championship Montclair, N. J. High School Football Team. Coach Anderson has guided his teams to 117 wins, 7 losses and 1 tie—one of the best records in the country.



"As a coach, I work closely with hundreds of boys—helping them to develop strong bodies and healthy living habits. We get to know each other pretty well, and boys often come to me with their problems. They like the fact that I come straight to the point, and tell them exactly what I think.

"I've found that one of the most common problems facing teen-age boys is pimples. It seems that pimples play no favorites, and some of my most outstanding athletes—boys in fine physical shape, have been troubled by this condition.

"Now, I know that these boys keep strict training rules . . . get plenty of sleep and watch what they eat. And I know they take daily showers to keep themselves clean. These habits are important in keeping a clear skin, just as they are in keeping fit for football.

"But as in football, it takes more than a couple good plays to win the game . . . so in fighting pimples, it takes more than a couple good habits to do the job.

"I've found out that the finishing touch in a boy's winning out over pimples is a good medication. I've seen the great results some of my athletes have had with CLEARASIL. That's why I'm so glad to tell thousands of boys what I tell my football players—that now they can and should do a lot more about pimples than waiting for them to go away.

"With CLEARASIL available, there's no excuse in my book, for a boy's doing anything but a complete job of clearing up his skin."

New Scientific Medication

CLEARASIL is the new-type scientific medication that gives you the effective medications prescribed by leading Skin Specialists. Clinical tests prove it really works. And CLEARASIL is skin-colored . . . hides pimples while it works!

How CLEARASIL Works Fast: (1) CLEARASIL's 'keratolytic' action gently dissolves and opens affected skin tissue so medication can penetrate. Encourages the quick growth of healthy new skin. (2) CLEARASIL's antiseptic action stops the growth of bacteria that can cause and spread pimples. (3) CLEARASIL's famous dry-up action 'starves' pimples, helps remove the excess oil that 'feeds' pimples.

And CLEARASIL loosens blackheads so they 'float' out with washing.

Proved by Skin Specialists! In tests on over 300 patients, 9 out of every 10 cases of pimples were completely cleared up or definitely improved while using CLEARASIL (either lotion or tube). *Guaranteed to work for you or money back.* In Tube, 69¢ and 98¢. Long-lasting Lotion squeeze-bottle only \$1.25 (no fed. tax). At all drug counters.

Ask for CLEARASIL, largest-selling pimple medication because it really works.

SPECIAL OFFER NOW: For 2 weeks' supply of CLEARASIL, send name, address and 15¢ to Box 9 GM (for Tube) or Box 9 GO (for Lotion), Eastco, Inc., White Plains, N.Y. Offer expires Dec. 30, 1958.

Clearasil

Largest Selling Pimple Medication
Because it Really Works

*Would your
experience
help others?*

The advertisement on this page tells how one coach, Clary Anderson, advises his athletes on a very common teen-age skin problem—acne-type pimples. Perhaps you, too, have had occasion to counsel students with this condition.

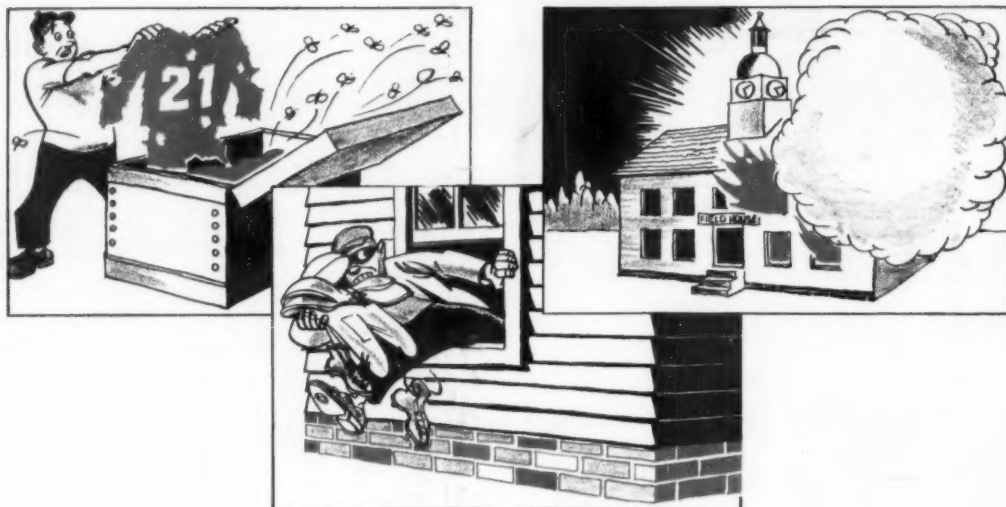
When you think of the embarrassment and distress that pimples can cause the adolescent, you may want to help other coaches who have students with this problem. Write us a letter about your observations and experiences in dealing with this problem among your own students. Of course, nothing you write to us will be published without your permission. Write: Eastco, Inc., Dept. DN, 180 Mamaroneck Ave., White Plains, New York.

SPECIAL OFFER TO COACHES

For free professional samples, and clinical reports, address: Clearasil, Box DO, 180 Mamaroneck Ave., White Plains, N. Y., or, if you write us concerning your experience in advising your students, merely add a line requesting the free samples and literature.

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By sending your football equipment to IVORY SYSTEM NOW it will be fully protected in unexcelled storage facilities and returned to you cleaned and reconditioned for immediate use at next year's practice sessions.

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